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1995

AGENDA OF THE
PROGRAM COMMITTEE
OF THE BOARD OF EDUCATION

JAN 1995

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GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1995 01 05

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Summary of Report on Exceptional Students and Their Achievement — **Pages 1 to 20**
2. Verbal Update re "Athletes Helping Athletes" Program
3. Verbal Update re Ontario Training and Adjustment Board (OTAB)/Local Training and Adjustment Board (LTAB)

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Implementation of "The Common Curriculum – Grades 1–9" Status Report — **Pages 21 to 63**
2. Report re Mountain Secondary School — **Pages 64 to 67**

The Board of Education for the City of Hamilton
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1995 01 05

TO: Chairman and Members
Program Committee

FROM: E. G. Bond, Superintendent of Program

RE: **SUMMARY OF REPORT ON EXCEPTIONAL STUDENTS AND THEIR ACHIEVEMENT**

REPORT: INFORMATION/DECISION

Background:
During the Summer and Fall of 1994, members of the Psychological Services Department undertook the following projects:

(a) Tracked students identified as exceptional and reported their secondary school achievements.
(b) Compared Canadian Achievement Test (CAT) scores for English As A Second Language (ESL) students and Non-ESL students (including French Immersion).
(c) Reviewed the Canadian Achievement Test (CAT) for identification of French Immersion and Compensatory Education students.
(d) Developed and evaluated a Gifted screening tool for teachers.
(e) Developed a Multiple Intelligence Scale.

The data source for the current investigation was the incorporation of the Psychological Services' Database and the Special Education Student Information System.

Psychoeducational Consultants Joseph Trovato, Doreen Vella, Cynthia Wilkinson and Anne Chaffee, under the supervision of the Chief Psychologist, Dr. Marie Bountrogianni, were responsible for compiling, analyzing and interpreting the data.

Issue:
To share information with Trustees regarding profiles of exceptional students in relation to secondary school achievement, Canadian Achievement Test (CAT) performances by English-speaking, French Immersion, English As A Second Language students, Compensatory Education students and other endeavours.

Recommendations:

1. That the ***Summary Report*** on exceptional students and their achievement be received for information.

2. That the ***Recommendations*** be approved for action.

Rationale:
Outlined in Appendices I, II, III, IV and V.

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Attachment

SUMMARY OF THE REPORT ON SECONDARY SCHOOL EXCEPTIONAL STUDENTS' ACHIEVEMENT, IDENTIFICATION OF GIFTED STUDENTS, and DEVELOPMENT OF A GIFTED SCREENING TOOL AND A MULTIPLE INTELLIGENCE SCALE

Marie Bountrogianni, Anne Chaffee, Joseph Trovato, Doreen Vella, Cynthia Wilkinson



1994 Summer/Fall
Psychological Services
The Board Of Education For The City Of Hamilton

CONTENT:

APPENDIX 1: *(Pink)*	Exceptional Students and Their Achievement in Secondary Schools
APPENDIX 2: (Cafe)	Canadian Achievement Test Performances by English-Speaking, French Immersion and English As A Second Language (E.S.L.) Students
APPENDIX 3: *(Yellow)*	Identification of Gifted Students: - French Immersion Versus English Language Students - Compensatory Education Versus Non-Compensatory Education Students
APPENDIX 4: *(Gray)*	Effectiveness of the Gifted Screening Tool
APPENDIX 5: *(Blue)*	Development of a Multiple Intelligence Scale - Howard Gardner's Theory

APPENDIX 1

OBJECTIVE 1: TO TRACK STUDENTS IDENTIFIED AS EXCEPTIONAL AND TO REPORT THEIR SECONDARY SCHOOL ACHIEVEMENTS

GLOSSARY:				
	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- When students are referred to Psychological Services for assessment and intervention strategies are implemented, their progress is closely monitored by school staff on a yearly basis. However, a longitudinal follow-up of their achievement and outcome in secondary school is needed in order to obtain a full perspective of their academic career. In addition to student achievement and outcome information, the current analysis also examined variables related to student characteristics such as their assessed intellectual ability and academic skills, their exceptionality designation, and referral variables such as the students' age at the time of referral, their month of birth and whether they have repeated a grade. A total of 1,407 students born between 1973 and 1979 were selected as most of them would have completed Grade 9 by 1994 June or have graduated from secondary school within the past two years. The data for the analysis came from the Psychological Services' database and from the Student Information System.*

Exceptionality Classification:

- The sample included students assessed by Psychological Services staff between 1988 September and 1993 June. 417 students were deemed exceptional and classified as BE (Behaviour Exceptionality), SLD (Specific Learning Disability) or GLD (General Learning Disability), and 990 were not identified as exceptional (referred to as Non-Exceptional or NE). There were very few students (in the Psychological Services' database) within the selected age range in other exceptionality categories such as Speech and Language or Physical exceptionality, and these groups were not included.

TABLE 1
Distribution of Students by Exceptionality

	NE	BE	SLD	GLD
Total Number	990	34	314	69
Percentage of Total	70.4%	2.4%	22.3%	4.9%

TABLE 2
Distribution of Students by Exceptionality/Gender

	NE	BE	SLD	GLD
Percentage of Females	33.1%	17.6%	23.6%	49.3%
Percentage of Males	66.9%	82.4%	76.4%%	50.7%

- As consistent with previous reports of 1992 and 1993, there were significantly different** proportions of students classified within the three exceptionalities while a majority of students within the sample have not been deemed exceptional after being assessed. The proportions of exceptional and non-exceptional students and of different exceptionalities did not differ significantly when compared by student age.***

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* Thanks to Computer Services for their assistance in accessing data from the Student Information System.

** A significant difference refers to a statistically significant difference between groups reflecting a real difference between them with regard to a specific attribute and not due to chance.

*** Students born within one calendar year were considered to be of the same age as it corresponds with grade placement.

Gender Differences:

- There were 442 (31.4%) females and 965 (68.6%) males within the sample of students, while the ratio of females and males enrolled in the Hamilton school system was approximately equal. Therefore, twice as many males as females were identified by teachers as experiencing difficulties in school through a referral to Psychological Services. The percentages of female and male students designated as exceptional were comparable to the ratio of females and males within the sample but their proportions within the three exceptionality categories were significantly different. (See **TABLE 2**) The latter is likely to be reflective of the difference in the nature of difficulties exhibited by females and males. Males outnumbered female students proportionally in BE classification.

Month of Birth:

- Within the Hamilton school system, grade placement is determined by the year of birth. Therefore, children born within one calendar year are placed in the same grade, regardless of their month of birth. As a result, there may be children (born in January) who are almost 12 months older than others (those born in December) within the same class. In the Primary grades, there may be substantial developmental differences among children who are a few months apart in age. The developmental differences may occur in the areas of language, visual perception, motor co-ordination, attention/concentration and social maturity which have strong impacts on learning. Therefore, the question is often raised regarding whether children born at the end of the year (October to December) experience more learning problems than those born earlier in the year.

- The sample was divided into four groups by the month of birth (January to March, April to June, July to September, and October to December). Within the sample of students referred for assessment, there was a disproportionally larger percentage of those born in October to December, as compared with those born in January to March. (See **TABLE 3**) There was also a significant relationship between the month of birth and students' age at referral. Students born in April to December were referred earlier for assessment than those born in January to March. Students born in the last quarter of the year were referred at the youngest age. These findings suggest that difficulties experienced by younger students were identified earlier than older students in the same class probably because the former's relative developmental immaturity accentuated their problems in school. It will be interesting to see if there is a similar relationship between the month of birth and the age at referral for Primary students. **The month of birth, however, did not affect the designation of exceptional status or the classification of exceptionalities.**

TABLE 3
Month of Birth in Relation to Age at Referral

	Percentage of Students
January to March	20.5%
April to June	23.6%
July to September	25.5%
October to December	30.5%

Grade Retention:

- Normally, students begin Grade 9 at age 14 (or are 14 by the end of that calendar year). Therefore, students who enter secondary school later than the normal age are considered to have been retained (or repeated one or more grades). This, however, does not apply to students placed in self-contained special education classes which are non-graded. Therefore, students placed in self-contained classes were not included in this analysis.

- A subgroup of 654 students were included to examine the effect of grade retention. There were comparable numbers of retained and non-retained students in the group (323 to 331, respectively). Student retention rates ranged from 41.6%, 44.4%, 46.7% to 60.8% respectively for birthdates occurring within the four quarters of the year. The proportion of students who have been retained increased significantly for those born between October to December. There were not significant differences between the retained and non-retained students in their age at referral, exceptional/non-exceptional status, and across exceptionalities.

- Psychological test data also showed significant differences between retained and non-retained students. Students who have been retained were functioning intellectually at a lower level than non-retained students, particularly in their verbal aptitude and ability to pay attention and concentrate. Their academic skills (word recognition, spelling and arithmetic computation) were also less well developed. Interestingly, teacher checklist rating of student behaviour indicated a higher frequency or more severe levels of behaviour problems for non-retained students. Overall, student characteristics such as ability, academic skills and month of birth had a strong effect on grade retention while behaviour problems were not related to grade retention. The practice of grade retention may also differ according to school philosophy and will need to be explored further in a separate study.

Regular Class Versus Self-Contained Class Placement: *(in Elementary Schools)*

- When students are identified as exceptional, there are two options for placement in elementary school: regular class and self-contained special education class, taking into consideration the severity of the academic or behavioural difficulties, the optimal environment for meeting their needs and the impact of their difficulties on other students. Self-contained placement is usually recommended for severe difficulties and after intervention strategies feasible within a regular class have been exhausted. **Regular or self-contained class refers to placement during the elementary school years.**

TABLE 4
Placement of Students by Exceptionality

	BE	SLD	GLD
EX-RC	26.5%	61.8%	52.2%
EX-SC	73.5%	38.2%	47.8%

- **TABLE 4** shows that the proportion of exceptional students placed in **regular classes (EX-RC) and self-contained classes (EX-SC)** differed significantly across exceptionalities. A large proportion of BE students were placed in self-contained classes in elementary school while a significantly smaller proportion of SLD students were so placed. Therefore, it appears that serious behaviour problems, which are likely to be more disruptive in the classroom, were seen to require self-contained placement more often than learning problems, as reflected by the large percentage of BE students placed in self-contained classes.

- Similar to the difference between exceptional and non-exceptional students, there was a significant difference in the age at referral of EX-RC and EX-SC students. EX-SC were referred at a younger age than EX-RC students. Again, this is likely to be reflective of teachers' ability to discriminate between the severity of their students' difficulties exhibited in school. A significantly smaller proportion of students born in January to March were placed in self-contained classes than students born April to December (32.6% and 46.6%, respectively).

- Further comparisons between EX-RC and EX-SC students by exceptionality also revealed interesting differences. There was a significant difference in the age at referral of EX-SC students among the exceptionality groups (BE, SLD and GLD). For SLD and GLD groups, EX-SC students were referred 12 to 14 months earlier in age than EX-RC students. For BE students, the average difference

in the age at referral was as much as 32 months between students eventually designated as EX-RC and EX-SC. This large difference underscores the teachers' ability to differentiate between severe and less severe behaviour problems. For SLD students, there were also differences in psychological test scores. SLD students placed in regular classes had significantly higher skills for word recognition, spelling and arithmetic computation. Furthermore, they showed a lesser tendency to be distractible (as based on the Freedom from Distractibility Factor score of the WISC-R).

Types of Secondary Schools:

- Information regarding secondary school credits and enrolment status was obtained from the Student Information System for exceptional students born between 1973 and 1979 and for a comparison group of non-exceptional students (who were also assessed by Psychological Services) within the same age range.

TABLE 5
Distribution of Students in Composite and Vocational Schools

	NE (N=441)	BE (N=24)	SLD (N=267)	GLD (N=58)
Composite	73.0%	58.3%	80.1%	48.3%
Vocational	27.0%	41.7%	19.9%	51.7%

- Although the enrolment of students in vocational schools within The Hamilton Board of Education has decreased in recent years, the number of students from our sample who are enrolled in or have attended vocational schools remained proportionally large. They constituted 26.7% of our sample, while less that 7% of the total secondary school student population in Hamilton attended vocational schools in 1993/1994. In particular, large percentages of BE and GLD students attended or are currently enrolled in vocational schools. (See **TABLE 5**) Significantly larger percentages of EX-RC students (81.1%) attended or are attending composite secondary school as compared with 63.8% of EX-SC students. The proportion of students who have been retained also differed significantly among composite and vocational students. Among the composite students within the sample, 53.5% have been retained as compared with 36.5% of vocational students within the sample. However, the proportions of students in composite and vocational secondary schools were not different when compared by age or gender.

Secondary School Credits:

- The exceptionality groups differed in the average number of credits successfully completed per years as well as the percentage of credits completed at each level -- Basic, General and Advanced.

TABLE 6
Secondary School Credits by Exceptionalities

	NE	BE	SLD	GLD
Average Credit	5.0	2.1	5.5	5.1
Basic	34.0%	73.0%	24.8%	68.0%
General	42.5%	24.0%	52.4%	25.1%
Advanced	13.2%	2.4%	14.5%	2.0%

(The average number of credits completed by students not referred to Psychological Services was 7.2 per year.)

- If academic success is seen as represented by the number of credits completed per year, GLD students have achieved as well as NE and SLD students, although a large proportion of their credits were at the Basic level. BE students, however, completed much fewer credits per year than the other three groups. They have also completed a proportionally larger percentage of Basic level credits than SLD and NE students while all three groups are of comparable intellectual ability (as shown in the 1991 report). Therefore, based on the level of credits completed, the academic performance of BE students was comparable to that of GLD students who are of lower intellectual ability. **SLD students, on the other hand, have achieved equally successfully as NE students, in spite of experiencing more severe learning difficulties as indicated by their exceptionality.** They have achieved comparable number of credits per year and similar percentages of Advanced level credits as NE students, and had smaller percentages of Basic level credits and larger percentages of General level credits than NE students.

- Differences in academic performance were also related to the placement of exceptional students, whether in regular or self-contained classes. To fully illustrate the difference in secondary school achievement between EX-RC and EX-SC students, the comparison included the NE group as well. (See **TABLE 7**)

TABLE 7
Comparison of Secondary School Credits by Placement

	NE	EX-RC	EX-SC
Average Credit	5.0	5.5	4.5
Basic	27.7%	24.4%	39.7%
General	31.4%	38.3%	27.0%
Advanced	9.5%	13.3%	3.3%

- Overall, the academic achievement of EX-RC students were comparable to that of NE students. EX-RC students completed similar number of credits per year and similar percentages of credits at the Basic level as NE students, and both groups had a significantly lower percentage of Basic level credits than EX-SC students. **Moreover, EX-RC students performed significantly better than NE students when comparing the percentage of General and Advanced level credits completed. The difference was particularly striking with regard to a significantly larger percentage of Advanced level credits achieved by EX-RC students.**

- The achievement of EX-RC students was consistently better than EX-SC students. EX-RC students achieved significantly better than EX-SC students in the average number of credits completed per year and the level of credits.

- As a group, students who have been retained completed significantly fewer Basic level credits and also fewer Advanced level credits than non-retained students. The two groups did not differ in the average number of credits completed per year and in the percentage of General level credits completed. It appears, therefore, that within the group of retained students, there were some who completed comparatively smaller percentages of Basic level credits and others who completed smaller percentages of Advanced credits, when compared with non-retained students.

Dropout Rate:

- Students who leave school without successfully completing 30 credits required for the Ontario Secondary School Diploma were considered to have dropped out of school. They tended to be referred at a later age (13 years, 4 months) than students who have graduated or are remaining in school (12 years, 4 months). Students who have dropped out of school achieved a much lower number of credits per year (2.8) as compared with non-dropouts who achieved an average of 5.6

credits per year. The dropout rate was comparable between NE (19.7%) and exceptional students (17.6%). However, there was a significant difference in dropout rates among exceptionalities: BE (37.5%), SLD (15.7%) and GLD (20.7%). BE students had the highest dropout rate. The dropout rate was also higher among vocational students (24.3%) than composite secondary school students (16.7%) in the sample. Gender, month of birth, grade retention and regular or self-contained class placement did not significantly affect student dropout rate.

TABLE 8
Dropout Rates

	Dropouts	Non-Dropouts
Average Credits	2.8	5.6
NE	9.7%	
Exceptional	17.6%	
BE	37.5%	
SLD	15.7%	
GLD	20.7%	
Schools:		
Composite	16.7%	
Vocational	24.3%	

- Using information from the number of credits completed per year, the type of credits, exceptionality, age at referral, Word Recognition score and Freedom from Distractibility score, students can be accurately classified as those who stay in school or have graduated with 72.2% accuracy and those who have dropped out with 86.8% accuracy. **The number of credits completed per year and student age at referral had the highest correlation with dropout rate. The latter underscores the importance of early identification.**

RECOMMENDATION #1:

The analysis comparing exceptionalities and secondary school outcomes be repeated annually.

IMPLICATIONS/QUESTIONS:

How will destreaming affect student outcomes?

APPENDIX 2

OBJECTIVE 2: COMPARISON OF CANADIAN ACHIEVEMENT TEST SCORES FOR ENGLISH AS A SECOND LANGUAGE (ESL) AND NON-ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS

(ENROLLED IN EITHER ENGLISH OR FRENCH IMMERSION PROGRAMS)

GLOSSARY:				
	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- The Canadian Achievement Test (CAT) is a battery of achievement tests designed to provide information for use in making educational decisions leading to the improvement of instruction in the basic skills. The CAT is designed to provide measures in the basic curricular areas of reading, spelling, language and mathematics.

- The sample for this study was comprised of **38 ESL students** (mean length of stay in Canada was 2.96 years; range: 9 months to 4.75 years), **38 non-ESL students enrolled in a regular English program and 38 non-ESL students enrolled in French Immersion.**

- **All students were in Grade 3** at the time of the completion of the CAT battery (Form A, Level 13) and there was no significant difference in the distribution of males (n=55, 48%) to females (n=59, 52%) in the sample or in the performance of males as compared to females ($p>.05$) in any of the various components of the CAT.

- Interestingly, there was also no significant relationship between the length of stay in Canada and the scores on any of the CAT tests ($p>.05$).

Reading Ability:

The reading tests on the CAT that were administered were in the following areas:

(a) Reading Vocabulary: measures vocabulary development essential for understanding concepts and comprehending verbal and written material.

(b) Reading Comprehension: measures the student's ability to understand what is literally stated in a passage as well as what is implied in a passage.

- **In the area of reading vocabulary, both the non-ESL English students and the non-ESL students in the French Immersion Program showed similar achievement with the English group showing slightly better scores** (mean raw score of 9.13; range: 2-15) than French Immersion (8.82; range: 3-15). **Both these groups, however, did significantly ($p<.001$) better than the ESL group** (mean raw score of 5.89; range: 0-14) for reading vocabulary.

- **In reading comprehension, the same pattern was seen.** The English group (mean of 17.89; range: 4-27) did slightly better than the French Immersion group (mean of 15.84; range: 2-27) and both did significantly better ($p<.001$) than the ESL group (mean of 10.08; range: 2-25).

Language Expression:

This test is concerned with students' abilities to apply their knowledge of language in their written work, students' understanding of skills closely related to effective written expression. In this test, students are asked to choose the correct subject or verb of given sentences; to determine whether a sentence is complete, incomplete or faulty; to choose the correct modifying or transitional word or phrase to complete a sentence.

- In the area of language expression, English and French Immersion students did equally well with a very slight advantage going to the French Immersion group (mean score of 17.42; range: 5-25) over the English group (mean of 17.42; range: 9-24). The ESL group did significantly ($p<.001$) poorer (mean of 13.68; range: 4-25) than both.

Mathematics:

The mathematics tests of the CAT (Form A, Level 13) cover computation skills, concepts and their applications. The tests contain a sampling of computation skills commonly taught and understood at the appropriate grade level. Problems are given in horizontal and vertical formats:

- In the area of math computation, there were no significant differences noted between any of the groups ($p>.05$). As a matter of interest, in terms of their order of scoring, the French Immersion group did best (mean score of 17.71; range: 6-35), the English group was next (mean of 15.87; range: 5-36) and then ESL (mean of 14.87; range: 2-39).

The mathematics tests also contain a sampling of skills related to concepts rather than isolated math facts. Here, the student is tested on items that require a conceptual understanding of ordinal numbers, place value, number lines, fractions, number patterns, factors, multiples; applications to telling time, working with money, using a calendar, reading thermometers, graphing and measuring:

- In the area of math concepts and applications, both the English (mean raw score of 25.18; range: 8-40) and French Immersion (mean score of 25.47; range: 9-41) did well with a slight advantage going to the French Immersion group. Both these groups did significantly better ($p<.001$) than the ESL group (mean score of 18.16; range: 4-41).

Overall Total Score:

- In terms of the overall achievement measure in the basic curricular areas of reading, language and mathematics, both the English group (mean total score of 96.00; range: 36-149) and the French Immersion group (mean total score of 95.61; range: 43-152) showed similar achievement, with the English group doing slightly better overall. Both of these groups did significantly better ($p<.001$) overall than the ESL group (mean total score of 69.53; range: 19-145).

In Summary:

In all administered areas of the CAT, there was no significant difference in the achievement pattern of non-ESL English students and non-ESL French Immersion students. In comparison to these two groups, the ESL students did significantly poorer in all areas but one. In math computation, ESL student achievement was not significantly lower than either non-ESL English or non-ESL French Immersion students. Achievement on the CAT for ESL students was, however, significantly lower than non-ESL students, for reading vocabulary, reading comprehension, language expression, math concepts and applications, and for the total score.

RECOMMENDATION #2:

The findings on the Canadian Achievement Test and English As A Second Language (ESL) students be disseminated to English As A Second Language (ESL) teachers.

IMPLICATIONS/QUESTIONS:

The Canadian Achievement Test (CAT) results must be interpreted with caution when administered to English As A Second Language (ESL) students.

APPENDIX 3

OBJECTIVE 3: IDENTIFICATION OF GIFTED STUDENTS:
(a) FRENCH IMMERSION VERSUS ENGLISH LANGUAGE STUDENTS
(b) COMPENSATORY EDUCATION VERSUS NON-COMPENSATORY EDUCATION STUDENTS

GLOSSARY:				
	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

(a) French Immersion Versus English Language Students:

- In this study, we endeavoured to examine the performance on the Canadian Achievement Test (CAT) of French Immersion students in comparison to students who are receiving instruction in English. Our investigation followed students through the three-phase identification process to explore differential practices effecting students enrolled in the two distinct languages of instruction.

- Our records indicate that in 1993 November, 2,714 students enrolled in Grade 3 programs of The Hamilton Board of Education completed at least one subtest of the Canadian Achievement Test (CAT). From a random sample analysis, we discovered that French Immersion and English students do not differ with respect to their academic profiles.

- Fifteen percent of Grade 3 students achieved Canadian Achievement Test scores that would short list them for individual testing for the Gifted Program. While more English than French Immersion students achieved the cutoff score, the proportion of French Immersion students selected to proceed to Stage 2 of testing is significantly higher than the proportion of students for whom English is the language of instruction.

- Ten percent (272) of Grade 3 students met all selection criteria for inclusion in individual testing. Five percent of students were lost once group tests of ability were considered. A significantly higher proportion of students enrolled in French Immersion than English programs qualified for individual testing (29% : 9% respectively).

- Intellectual testing was conducted on 272 students. Only 100 (37%) of these students qualified for the administration of the Full WISC-III. Proportionately more French Immersion than English students met the criteria for inclusion in the full administration of the WISC-III. Profile comparisons noted that French Immersion students performed significantly better than English students on three of the four subtests which comprised the short form version of the WISC-III. Groups did not differ in terms of their performance on the Picture Arrangement subtest.

- Of the total population of Grade 3 students for the 1993/1994 academic year, 68 students satisfied all criteria for the identification of Intellectual: Gifted, representing an incidence rate of 2.5%. More males (37) than females (31) were identified Gifted but the proportion comparison was not significant, suggesting that the incidence rates of Giftedness for males and females do not differ. The incidence rate for the identification of Gifted for French Immersion students is 12%. The rate for English is 2%. Therefore, expressed in terms of the proportion of the whole population of Grade 3 students, French Immersion students are six times more likely than the general population of Grade 3 students to be identified Gifted.

- Only 25% of students who were short listed to be individually tested satisfied identification criteria. **This finding suggests that it may be worthwhile to set stricter criteria for inclusion in intellectual testing, thereby, reducing the number of students that actually require testing on the WISC-III.**

- Cognitive and academic profiles of the identified Gifted were compared to those who were not deemed exceptional. Identified children performed significantly better on all measures (except the Canadian Achievement Test's Language Expression and Reading Vocabulary subtests) than those who did not meet Gifted criteria. In addition, the profiles of French Immersion and English students identified Gifted did not differ.

- Of the 68 identified children, 49 (72%) elected to receive Gifted programming in a self-contained setting. A higher proportion of French Immersion students elected to remain in the mainstream than did the English counterparts. Perhaps this finding suggests that French Immersion students are very satisfied with the program and are willing to sacrifice Gifted programming for the benefits they gain from immersion in the French language.

Selection Criteria for Identification of Gifted Students:

- The following selection criteria has been used for pupils tested in 1993 April and thereafter:

1. WISC-III Full Scale I.Q. 130 & above (98th percentile) or 2. Raven's 98th percentile and WISC-III Full Scale I.Q. 125 (95th percentile) or 3. WISC-III Verbal I.Q. 135 (99th percentile & above and Performance I.Q. 100 **or** WISC-III Performance I.Q. 135 (99th percentile) & above and Verbal I.Q. 100	and	C.A.T. Total 85th percentile or C.A.T. Language 95th percentile Math 50th percentile or C.A.T. Language 50th percentile Math 95th percentile

4. WISC-III Full Scale I.Q. 140 (99.6th percentile)

IMPLICATIONS/QUESTIONS:

The screening process for Gifted identification which is administered in English is appropriate for French Immersion students.

(b) The Relationship Between Performance on the Canadian Achievement Test and the Identification of Giftedness for Students Enrolled in Compensatory and Non-Compensatory Programs:

- The Hamilton Board of Education has designated 14 of its elementary schools with Compensatory Education (CE) programs, based in part on students' performance on the Canadian Achievement Test. In the year under investigation, 2,714 Grade 3 students participated in CAT testing. Twenty percent of students enrolled in The Hamilton Board of Education attended schools that have been designated CE.

- A random sample analyses reveals that **children enrolled in CE schools do not differ substantially ($p>.05$) from those students enrolled in N-CE (Non-Compensatory) schools in terms of their performance on the Canadian Achievement Test.** This finding puts into question the effectiveness of the Canadian Achievement Test in the designation of a school as CE.

- The Canadian Achievement Test has traditionally been used as one of the screening tools employed in the identification of the Intellectual: Gifted students. Of the total population ($N = 2,714$) of Grade 3 students, 272 (10%) individuals satisfied all screening criteria for inclusion in the list of students to partake in intellectual testing. While our random sample analysis has demonstrated a non-significant difference in the academic profiles of CE and N-CE students, a significantly ($p<.01$) higher proportion of N-CE students met selection criteria. This may, in part, be due to discrepant performance on other screening devices including the Otis-Lennon and Raven's Progressive Matrices.

- Sixty-eight students, representing only 2.5% of the total population of Grade 3 students, were identified as exceptional pupils. The incidence rate of Giftedness is 1.47% for CE and 2.76% for N-CE, suggesting that **the proportion of students enrolled in CE and N-CE schools do not differ substantially ($p>.05$) in terms of their identification of Gifted.** In addition, no differences were noted in the cognitive and academic profiles of CE and N-CE students who were short listed for subsequent individual testing.

IMPLICATIONS/QUESTIONS:

The Canadian Achievement Test may not be an effective tool for the designation of Compensatory Education (CE) Programs.

APPENDIX 4

OBJECTIVE 4: TO DEVELOP AND EVALUATE A TEACHER'S GIFTED SCREENING TOOL (GST)

(*See Attached* Teacher Checklist-Grade 3 Gifted Screening)
(DRAFT/1994 SPRING)

GLOSSARY:				
	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- The Gifted Screening Tool (GST) is a 25-item teacher-report checklist developed by the Program Department at The Hamilton Board of Education. It is a non-standardized checklist that was developed for use as a programming and screening tool for teachers of Gifted students. Teachers are asked to indicate if a student frequently demonstrates 25 characteristics which have been divided into four sub-scales: Cognitive Ability, Intellectual Curiosity, Sensitivity and Creativity, and Motivation.

- In this study, the GST was examined for its potential usefulness in the process of selecting or screening intellectually Gifted students.

- Identification of Gifted students is presently a three-stage process. The first stage involves group testing of all Grade 3 students. On the basis of these results, as well as teacher nomination, a group of students is selected for Stage II of the identification process, which involves intellectual assessment on an individual basis. Students who meet the pre-determined criteria on this measure are discussed before an Identification, Placement and Review Committee (I.P.&R.C.). Decisions regarding placement (i.e., regular class or self-contained) are also made during this third and final stage.

- The subjects were 272 Grade 3 students ranging in age from 7.8 to 9.9 years (M = 8.8 years, SD = 3.9 months) who met the criteria for individual assessment (i.e., Stage I of identification process). **This is a limitation of the study, given the sample was not randomly selected.**

- The GST was completed by teachers of the 272 students who met the Stage I criteria. GST scores were missing for one student and are not included in the analysis (i.e., N = 271). The GST raw scores are represented in **TABLE 1**.

TABLE 1
Gifted Screening Tool (GST) Raw Scores

	M	SD
Total Score (25)	16.2	6.0
Cognitive Ability (6)	4.7	1.4
Intellectual Curiosity (7)	4.1	2.0
Sensitivity and Creativity (7)	3.9	2.1
Motivation (5)	3.5	1.8

- Table 2 reveals the mean GST raw scores for students who were ultimately identified as Gifted and non-Gifted. Gifted students scored significantly higher on the GST Total Score than the non-Gifted students. Similarly, these groups obtained significantly different scores on the three sub-scales measuring Cognitive Ability, Intellectual Curiosity, and Sensitivity and Creativity. Gifted students did not score significantly higher on the sub-scale measuring Motivation. Thus, classification of Gifted students using the GST appears to be independent of the Motivation sub-scale since all students were described as having similar levels of motivation.

TABLE 2
Mean Gifted Screening Tool (GST) Raw Scores

	Gifted (N = 67)	Not Gifted (N = 204)	Significance
Total Score	18.2	15.6	**
Cognitive Ability	5.2	4.6	**
Intellectual Curiosity	4.8	3.9	***
Sensitivity and Creativity	4.4	3.7	*
Motivation	3.8	3.4	ns

ns not significant
* p<.05
** p<.01
*** p<.001

- Correlation analyses were conducted between the WISC-III Short Form and the GST, which involved using the GST Total Score as well as each of the four GST sub-scales. Results indicated no significant correlations between the WISC-III Short Form and the GST. These results alone indicate that the GST, in its current form, will not be a useful screening tool.

TABLE 3
Gifted Screening Tool (GST) Comparison With Exceptional Status

		Gold Standard		
		Gifted	**Not Gifted**	
GST Total Score Test Result (Conclusion Drawn *From the Results of the Test*)	Gifted	43 (a)	98 (b)	a+b=141
	Not Gifted	24 (c)	106 (d)	c+d=130
		a+c=67	b+d=204	a+b+c+d=271

Stable Properties:
a/(a+c) = sensitivity = 64%
d/(b+d) = specificity = 52%
Frequency Dependent Properties:
a/(a+b) = positive predictive value = 31%
d/(c+d) = negative predictive value = 82%
(a+d)/(a+b+c+d) = accuracy = 64%
(a+c)/(a+b+c+d) = prevalence = 25%

- Positive Predictive Value:
  TABLE 3 shows that the positive predictive value for the GST Total Score was 31%. This means that of 141 students identified by the GST as Gifted, only about 1/3 of these students were truly Gifted. The remaining 69% would not be classified as Gifted according to the current identification process. Further more, these mis-classifications would not be detected if individual assessments were not conducted. The low positive predictive value of the GST suggests that this teacher-report measure may not be a useful screening tool in the current sample.

- Negative Predictive Value:
  In contrast, the ability of the GST to predict non-Gifted status is much better. Thus, the negative predictive value was 82% and means that the GST correctly predicted 106 of 130 students who were ultimately identified as non-Gifted. Thus, use of the GST would be more useful (i.e., accurate) for the purpose of screening non-Gifted students (i.e., ruling out Gifted status).

- An evaluation of the consequences of using the GST in the process of screening Grade 3 students for Gifted status suggests that, in the current sample, the risks associated with using the GST alone appear to be too high to warrant its use as a replacement for current measures. While the GST may be useful for ruling out Gifted status in Stage I of the identification process, this information is also readily available through group testing conducted annually.

IMPLICATIONS/QUESTIONS:

The benefits of using the Gifted Screening Tool (GST) Total Score for screening purposes appear to be limited, since this measure does not appear to provide us with information beyond that already being provided. It can, however, be used as a programming tool. The GST will be administered to a random sample of Grade 3 students in 1995 for a more rigorous research design.

Teacher Checklist - Grade 3 Gifted Screening

Student's Name:_____ School:_____

Directions:

Read each item carefully and check the characteristics which are **frequently** demonstrated by the student.

1. Cognitive Ability

Check when **frequently** demonstrated

1. Quick mastery and recall of factual information ☐
   e.g. is able to absorb and recall information quickly
2. Demonstrates a wide range of general knowledge ☐
   e.g. is able to contribute on a wide range of topics, often may have detailed information; shows considerable scope of background information
3. Is developing aspects of language: reading, speaking, writing, listening and viewing at an advanced level ☐
   e.g. demonstrates quick mastery of language skills which are beyond age level; uses sophisticated and fluent oral language
4. Demonstrates the ability to think logically. ☐
   e.g. solves problems readily in an organized, orderly manner
5. Displays an advanced ability to conceptualize and generalize ☐
   e.g. grasps underlying principles quickly; sees relationships and draws conclusions easily; makes valid generalizations; can make inferences
6. Abstracts at high levels ☐
   e.g. demonstrates an understanding of theories and concepts beyond age level; has advanced mathematical ability

2. Intellectual Curiosity

1. Has a wide range of interests, or in depth interests ☐
   e.g. questions, explores and contemplates many diverse topics or a single topic in depth; has a wide range of interests/hobbies
2. Maturity of interests ☐
   e.g. is interested in 'adult' problems such as religion, politics, moral and ethical issues

Check when **frequently** demonstrated

3. Is curious and questioning ☐
   e.g. is motivated to explore and learn; tries hard to understand how and why things occur through questioning and research

4. Takes pleasure in intellectual activities ☐
   e.g. demonstrates task commitment; is able to learn independently

5. Delights in the exchange of ideas ☐
   e.g. appreciates different viewpoints; tolerates ambiguity

6. Is perceptive and aware ☐
   e.g. anticipates, understands or senses subtleties; is very sensitive to many stimuli in the environment

7. Is intuitive ☐
   e.g. arrives at solutions quickly but sometimes is unable to articulate the process; makes intuitive leaps, 'AHA' thinking

3. Sensitivity and Creativity

1. Possesses strong imaginative ability ☐
   e.g. adapts, improves, extends; fantasizes; has acute sensory images; manipulates ideas; is versatile

2. Enjoys creative production ☐
   e.g. is interested in visual arts, dramatic performance, musical performance, dance, creative writing and/or inventing; enjoys projects/ products

3. Has a unique sense of humour ☐
   e.g. uses puns frequently; sees humour in situations which may not be humourous to everyone; displays wit and sophisticated humour, (may say that the capital of Holland is 'H'- *tongue in cheek*)

4. Is a fluent and elaborative thinker ☐
   e.g. generates ideas readily; is able to generate many different responses to the same question or problem

5. Is a flexible, divergent thinker ☐
   e.g. can think 'around' a problem; sees alternative ways of solving problems; sees different viewpoints

Check when **frequently** demonstrated

6. Sees unusual and diverse relationships, has original ideas ☐
   e.g. understands subtleties; uses novel comparisons; understands and uses symbols

7. Is sensitive to beauty ☐
   e.g. responds to the Arts, to aesthetic qualities; has advanced visual and aural analytical skills

4. Motivation

1. Demonstrates above average ability to concentrate, to absorb and retain ☐
   e.g. is keen, alert and observant; is able to ignore diversions or distractions; understands and follows complex directions willingly

2. Is task-committed and persistent ☐
   e.g. accepts responsibility; assumes ownership for learning; is reluctant to leave a task; continues to probe for information

3. Is self-directed, works independently ☐
   e.g. enjoys independent learning; requires little teacher direction; looks beyond classroom for resources; initiates interesting activities in the classroom; does more than is required

4. Is goal-oriented ☐
   e.g. sets personal goals and works toward them

5. Has a high energy level ☐
   e.g. completes tasks quickly; enjoys being involved in many activities

Additional Comments:

_____

_____

_____

_____

_____

_____

use reverse side if needed

APPENDIX 5

OBJECTIVE 5: TO DEVELOP A MULTIPLE INTELLIGENCE SCALE TO SUPPLEMENT TRADITIONAL STANDARDIZED TESTING

GLOSSARY:	NE	Non-Exceptional (referred for testing, but not deemed Exceptional)	SC	Self-Contained
	BE	Behavioural Exceptionality	RC	Regular Class
	SLD	Specific Learning Disability	MU	Multiple Exceptionality
	GLD	General Learning Disability		

- Standardized tests, although valid and reliable, have often been criticized for their lack of flexibility and breadth as well as for their cultural bias.

- We have developed an intelligence scale based on Howard Gardner's theory of multiple intelligence which we plan to field test in the next few years. The Multiple Intelligence Survey (Teacher's Report) consists of seven sub-scales each with 15 items. Sample items of each scale are listed as follows:

Verbal/Linguistic Intelligence:
1. Demonstrates speech in an effective manner.
2. Demonstrates appropriate pitch and volume of voice.
3. Demonstrates effective listening in a variety of situations for a variety of purposes.

Logical/Mathematical Intelligence:
1. Demonstrates the ability to discern patterns and designs.
2. Demonstrates the ability to imitate patterns and designs.
3. Demonstrates the ability to classify and sort information.

Visual/Spatial Intelligence:
1. Demonstrates the ability to form mental images/pictures of experience.
2. Demonstrates the ability to manipulate and/or transform mental images/pictures of experience.
3. Demonstrates the ability to find different ways of negotiating around a given location.

Body/Kinesthetic Intelligence:
1. Demonstrates good balance in motor activities.
2. Demonstrates the ability to steady self when balance is lost or unstable.
3. Demonstrates good body awareness/body sense.

Musical/Rhythmic Intelligence:
1. Demonstrates the ability to identify and discriminate between natural sounds such as wind, falling rain, a frog.
2. Demonstrates the ability to identify and discriminate between sounds such as a dripping tap, a ticking clock.
3. Demonstrates the ability to distinguish loudness and softness.

Interpersonal Intelligence:
1. Demonstrates a sensitivity to other people's moods, temperaments, feelings and beliefs (respect for diversity).
2. Demonstrates the ability to orally communicate feelings to other people by inflection, tone, pitch and intensity of speech.
3. Demonstrates the ability to communicate non-verbally through facial expression, body language.

Intrapersonal Intelligence:
1. Demonstrates the capacity to learn how to pay attention to details; to engage attention to a task.
2. Demonstrates the capacity to bring mind to a single point of focus and hold it there; to maintain attention; to concentrate.
3. Demonstrates the ability to observe own thoughts, feelings, actions, sensations, in a detached, objective way in a given situation.

Rating Scale Used: **0** - Not Applicable, **1**- Significantly Below Average, **2** - Below Average, **3** - Average, **4** - Above Average, **5** - Significantly Above Average.

Date: 1995 01 05

To: Chairman and Members of the Program Committee

From: E. G. Bond, Superintendent of Program

Re: Implementation of "The Common Curriculum-Grades 1-9" Status Report

Report: Information/Decision

BACKGROUND

In February 1993 the Ministry of Education and Training released a policy document "The Common Curriculum, Grades 1-9" which describes the curriculum for the Province of Ontario for Grades 1-9. In January 1994 a report was brought to the Board which summarized this document and presented information regarding plans for its implementation. In May 1994 a further report was brought to the Board in which "The Common Curriculum-Grades 1-9" System Implementation Plan was approved. The "System Implementation Plan-Timelines" which was part of the May report is included as Appendix I.

The implementation of "The Common Curriculum-Grades 1-9" is directed by a Steering Committee. Appendix II describes the mandate, membership and actions of this committee.

The mandate, membership and actions of the five sub-committees of the Steering Committee are summarized in Appendix III. Each of these sub-committees makes recommendations to the Steering Committee for approval and appropriate action.

Recommendations regarding Standardized Testing of student performance are presented in Appendix IV.

The Grade 9 Program Framework is included as Apppendix V. Field testing of grade 9 and development of the grade 4-8 curriculum is now in progress. The latest draft of Reporting Statements and Learning Outcomes for grade 9 is included as Appendix VI. It is important to note that **the intent of these documents is to ensure that the expectations of our system are clear to all students, teachers, administrators, parents, trustees and the community. In this regard the language will continue to be modified as we strive for clarity and understanding among all our stakeholders**. It is imperative that continued and expanded dialogue occur among parents, teachers and principals both in the development stage of curriculum as well as at the implementation stage at the individual school level.

Sample report cards for grade 9 Mathematics are included as Appendix VII.

Policy Memorandum 115 (June 1994) outlines program requirements for elementary and secondary education. Included in Appendix VIII is a copy of Memo 115 and a Draft Operating Procedure for discussion. This discussion paper has been presented to Administrative Council and all Transition Years Principals.

ISSUE

To present to the trustees information regarding the implementation of "The Common Curriculum-Grades 1-9" and seek trustee approval for the recommendation regarding Standardized Testing of student performance.

RECOMMENDATIONS

1. That the status report on the implementation of the Common Curriculum be received for information.
2. That the recommendations presented in Appendix IV regarding Standardized Testing of student performance be approved.
3. That a further report regarding the "Common Curriculum-Grades 1-9" be brought back by September 1995.

APPENDICES

I. System Implementation Plan-Timelines
II. Common Curriculum Steering Committee
III. Common Curriculum Implementation Sub-Committees
IV. Recommendations re: Standardized Tesing
V. Grade 9 Program Framework
VI. Grade 9-Reporting Statements and Learning Outcomes
VII. Grade 9 Mathematics Report Cards-Draft
VIII. Memorandum 115

ATTACHMENTS

I. "In Common", September/October 1994.

"The Common Curriculum-Grades 1-9"

SYSTEM IMPLEMENTATION PLAN-TIMELINES

TIMELINES	DEVELOPMENT	INSERVICE	PILOT & FIELD TESTING	USE OF OUTCOME BASED CURRICULUM AND REPORTING SYSTEM
Jan. 94	**Grades 9 and 5** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>All Staff</u> Awareness re: Common Curriculum Document •<u>Secondary School Staff</u> Grade 9 Outcome-Based Curriculum and Reporting System	•**Grade 9**	
Sept. 94	**Grades 4,5,6,7,8** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>Grade 4-9 Staff</u> Grades 4-9 Outcome-Based Curriculum and Reporting System	•**Grade 9** (may include use of Reporting System in schools or departments where appropriate) •**Grade 5**	
Sept. 95	**Grades 1,2,3** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System	•**Grades 4-8** (may include use of Reporting System in schools where appropriate) •**Grades 1,2,3**	•**Grade 9**
Sept. 96 **June 97**		•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System		•**Grades 1-8**

Common Curriculum Steering Committee

Mandate: To direct the implementation of "The Common Curriculum-Grades 1-9."

Membership:

Elizabeth Bond	**Chairperson, Superintendent of Program**
Trustee Mulholland	Trustees
Ken Bain	Hamilton Principals' Association
Jack Baxter	Hamilton Secondary Schools Principals' Council
Bob Chapman	Program Dept.-Assessment, Evaluation & Reporting
Diane Cole	Hamilton Principals' Association
Terry Gallagher	Hamilton Teachers' Federation
Marlene Gibson	Home and School Council
Mary Johnson	Hamilton Teachers' Federation
George Knill	Program Department-Mathematics Coordinator
Laura Ludwin	Home and School Council
John Paul Morrison	Ontario Secondary Schools Teacher Federation
Fred Neumann	Hamilton Secondary Schools Principals' Council
Donna Quigley	Hamilton Principals' Association
Carol Ramberan	Program Department-Transition Years Coordinator
Dave Rogers	Hamilton Principals' Association
Steve Staios	Hamilton Teachers' Federation
Lauren Tindall	Hamilton Teachers' Federation
Janice Tomlinson	Program Department-Special Education Supervisor
Mary Jean Tyczynski	Program Department-Formative Years Coordinator
Bill Whittle	Hamilton Teachers' Federation

What Has Been Done

•development of System Implementation Plan

•formation and terms of reference for all sub-committees

•review of all recommendations from sub-committees

•reports to Board-January 94, May 94, January 95

Future Plans

•consideration of sub-committee recommendations

•review of next version of "The Common Curriculum" and the Royal Commission Report

•development of system procedures to help students who do meet performance expectations by the end of a school year

"The Common Curriculum" Implementation Sub-Committees

	Mandate	Members	What Has Been Done	Future Plans
Program Review Sub-Committee	To develop a comprehensive review process which will assess student performance, client satisfaction and program delivery.	**E. Bond** Trustee Hill K. Bain M. Gibson J. Holmes C. Ramberan T. Gallagher L. Tindall C. Kidd D. Robb B. Chapman	•review of current Standardized Testing practices. Recommendations to Steering Comm. re: future policy on standardized testing. •identification of significant issues regarding "client satisfaction" (parents, students and teachers). Preliminary discussions with potential private providers of processes to gather this type of information.	•development of a policy regarding provincial and system reviews of student achievement •investigation of the proposal to employ a private research/consultant group to collect date re: "client satisfaction." •development of an instrument to address the level of implementation and use of appropriate strategies regarding "The Common Curriculum."
In-Service and Implementation Sub-Committee	To coordinate in-service and implementation services in response to needs at the school level.	**D. Quigley** M. Johnson M.J. Tyczynski D. Cole K. Watters C. Scaini C. Ramberan B. Chapman	•Common Curriculum Awareness Session (Target Groups: all schools and parents during Spring and Fall of '94) •"The Next Step," developed by Program Dept. and delivered to principals Oct. 94 •a process to communicate school needs is in place via upper and lower city program committees.	•development of a Common Curriculum implementation checklist for principals •in-service for principals re: grade 9 and grades 1-8 implementation •in-service for grade 9 department heads and teachers •in-service for grades 1-8 teachers
Learning Outcomes Review Sub-Committee	To ensure consistency in format, clarity of language and appropriateness of content in all learning outcomes.	**F. Cooke** A. Cliffe B. Mair S. Staios J. Tomlinson M.J. Tyczynski B. Whittle	•review of Grade 9 Learning Outcomes (Draft) by parents •review and editing of grade 4,5,6 Language Learning Outcomes (Draft) •review of grade 5 Mathematics Learning Outcomes (Draft) •feedback received from principals on format and content of Learning Outcomes	•review of grade 4 Language and Grade 5 Mathematics Learning Outcomes (Draft) by parents •continued review of learning outcomes by committee and parent representatives for grades 4 to 8 in other areas of study •improvement of communication with parents to ensure that the development process involves parental input

"The Common Curriculum" Implementation Sub-Committees

	Mandate	Members	What Has Been Done	Future Plans
Student Personal Profile and Reporting System Sub-Committee	To develop a reporting mechanism and a personal profile system for grades 1-9 and to develop a suitable inservice program for these two items.	**B. Chapman** B.Adamowich R. Brandon L. Cartlidge S. Cole M. Cooper M. Creaghan W. Hutton G. Knill J. Longmate L. Ludwin J. Parisotto C. Potter D. Rogers B. Russ P. Smith J. Smith T. Thomson L. Tohver J. Wolfenberg	•grade 9 reports (computer and hard copy versions) for pilot testing during 94-95 school year-now being tested in various schools and subjects •development of a computer-based personal profile prototype	•development of grade 9 reporting system for use throughout system for school year 95-96 •development of grades 1-8 reporting system for field testing school year 95-96 •development of computer-based personal profile system for system use beginning Sept.96 •integration of these developments into SIS during calendar years 1996-97
Public Relations Sub-Committee	To work with the Public Relations Officer to provide appropriate communication to the public regarding the implementation of The Common Curriculum.	**F. Neumann** Trustee Mulholland G. Knill P. Fraser G. Brock-Woodland	•community open forum (March 3, 1994) regarding implementation plans	•development of a comprehensive Public Relations plan to accompany implementation of outcome-based program and reporting •investigation of methods of increasing distribution (libraries, recreation centres, supermarkets, medical/dental offices, etc.) of information bulletins such as "In Common," and "Program Matters."

Appendix IV

To: Chairman and Members of Program Committee

From: Common Curriculum Steering Committee

Re: Recommendations re: Standardized Testing of Student Performance

Gates-MacGinitie Reading Test (Grades 5,8)

Recommendation #1:
That the schools be surveyed in April 1995 re: the use and usefulness of Gates-MacGinitie test results.

Rationale:
The test was formerly used for ability grouping and streaming.

Canadian Achievement Test (Grades 3, 6)

Recommendation #2:
That, effective September 1996, the Canadian Achievement Test be administered in order to assess student performance in Grades 5 and 8.

Rationale:
The test provides descriptions of the student's achievement against pre-determined criteria and can be used for programming for students in improving student learning.

Provincial/System Reviews in Grades 3, 6, and 9 are scheduled for Math and English to provide data related to the Math and English standards in these grades. The recommendation avoids duplication of testing at the grade 3 and 6 levels and provides program information for improving student learning for students moving from grade 5 to 6 and from grade 8 to 9.

Provincial/System review information as well as Hamilton outcome-based assessments will replace the C.A.T. as part of the gifted screening process at grade 3.

Otis-Lennon School Abilities Test -Grades 3, 6-(Verbal Aptitude)

Recommendation #3:
That the schools be surveyed in April 1995 re: the use and usefulness of Otis-Lennon test results.

Rationale:
Otis-Lennon is currently used in Grade 3 as part of screening for gifted in accordance with Board approved criteria.

Otis-Lennon testing in Grade 6 is currently optional and includes in-school scoring.

Raven's Progressive Matrices-Grade 3 (Non-Verbal Aptitude)

Recommendation #4:
That Raven's Progressive Matrices continue to be administered.

Rationale:
The Raven's Progressive Matrices assesses student ability in a nonverbal context.

APPENDIX V

FEBRUARY 1994

THE COMMON CURRICULUM GRADE 9 PROGRAM FRAMEWORK SEPTEMBER 1995

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

The program framework is based on the following principles. The date for system wide implementation is September 1995.

1) that the statements contained in the Program and Policy Requirements for the Transition Years, 1992 and in The Common Curriculum, Grades 1 to 9 with the emphasis on student achievement of learning outcomes shall be the basis for programs developed for implementation in grade 9, beginning in September 1995.

2) that curriculum developed through the Program Department shall be designed to be delivered within an instructional time frame which approximates that being recommended in this proposal.

3) that the course designation for grade 9 shall be consistent with the course designations used in grades 7 and 8.

4) that grade 9 be an exploratory year, during which students experience a maximum number of programs.

5) that in order to ensure a commonality of student learning experiences in grade 9, optional course selections shall be minimized.

6) that as the number of programs experienced by grade 9 students increases, the traditional number of instructional hours allocated to individual courses will decrease.

7) that integration within and between courses in the Arts, Math, Science and Technology, Languages, Self and Society shall be encouraged where appropriate.

8) that the proposed program includes a significant number of hours within the instructional day that shall be assigned to school based initiatives, i.e., orientation programs, electives, advisor programs, special events, career development, flexible groupings, expanded opportunities, including remedial instruction and enrichment, etc.

9) that school based initiatives shall have an evaluative component based on the program intentions stated in the Common Curriculum Grades 1 - 9.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

GRADE 9 PROGRAM
SEPTEMBER 1995

Suggested Hours	Subject	
92	MATHEMATICS	
92	SCIENCE	
46	DESIGN & TECHNOLOGY	**Mathematics, Science & Technology = 276 Hours**
	OR	
46	EXPLORATORY TECHNOLOGY	
46	KEYBOARDING	
92	ENGLISH	**Languages = 184 Hours**
92	FRENCH *	
92	THE ARTS (One chosen from among Drama, Music, Visual Arts)	**Arts = 92 Hours**
92	PHYSICAL AND HEALTH EDUCATION	
46	FAMILY STUDIES	
46	HISTORY **	**Self & Society = 276 Hours**
46	GEOGRAPHY **	
46	BUSINESS EDUCATION	

TOTAL INSTRUCTIONAL HOURS = 185 INSTRUCTIONAL DAYS X 5 HOURS = INSTRUCTION 925 HOURS

Scheduled learning experiences designed to address system learning outcomes have been assigned a minimum of 828 of the 925 instructional hours available. School based initiatives have been assigned a maximum of 97 instructional hours.

CAVEATS:

- There be an additional 18 instructional hours in Core French designated, in order to satisfy the 110 hours of FSL instruction required in Program and Policy Requirements for the Transition Years 1.3 and 4.1. This may be accomplished through integrated experiences within other grade 9 courses or use of a portion of the time allocated for school based initiatives.

- Complementary half-credit compulsory Canadian Geography and half-credit Canadian History courses shall be offered in grade 10 in order to satisfy OSIS graduation requirements.

APPENDIX VI

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

D R A F T

GRADE 9

REPORTING STATEMENTS AND LEARNING OUTCOMES

1994/012/15
BOB CHAPMAN
/DESKTOP PUBLISHING PAT BINKLEY

PROGRAM Department

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

INTRODUCTION TO BUSINESS

B.9.1. Explains entrepreneurship and demonstrates innovative business planning.

1 Explains entrepreneurship and identifies characteristics of entrepreneurs.
2 Describes the functional areas of a business and demonstrates relationships among them.
3 Uses creative and critical thinking in order to solve entrepreneurship case problems.
4 Explores the experiences of past and present entrepreneurs.
5 Plans and organizes a venture involving entrepreneurial activities.

B.9.2. Investigates the role and recognizes the importance of technology in managing information.

1 Identifies the major components of a computer and its peripheral devices and explains the functions of each.
2 Examines and discusses some legal and ethical issues related to information management.
3 Investigates present and future applications of computers by individuals and businesses.

B.9.3. Discovers and analyzes factors that influence his/her consumer decisions.

1 Explains vocabulary related to consumerism.
2 Explores and analyzes the personal and external factors that influence buying decisions.
3 Practises the activities involved in personal banking and investment, applying for credit, and making a major purchase.

B.9.4. Discovers and explains basic legal procedures and applies them to his/her environment.

1 Explains the necessity for law in society.
2 Demonstrates a knowledge of the role, procedures, and institutions of the legal system.
3 Analyzes laws of particular relevance to himself/herself.

B.9.5. Analyzes career opportunities, relates them to his/her own employability characteristics/skills, and relates these to potential careers.

1 Explains vocabulary related to careers.
2 Assesses his/her employability based on his/her perceived strengths and weaknesses.
3 Investigates various personal career options.

B.9.6. Demonstrates steps in the job search process.

1 Creates documents and performs activities involved in a job search.

B.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

DRAMATIC ARTS

D.9.1. Explores self and others using role-play and other drama forms.

1 Explores personal situations and those of others (real and fictional) through role-play and improvisation.
2 Explores personal situations and those of others (real and fictional) through a variety of drama forms and strategies.

D.9.2. Communicates using a variety of drama forms.

1 Communicates personal beliefs, ideas, feelings and situations using a variety of drama forms and strategies.

D.9.3. Responds to, and evaluates drama forms and contents.

1 Observes and describes dramatic content and form
2 Reflects on dramtic content and from
3 Responds to and evaluates dramatic content

D.9.4. Evaluates personal exploration, communication and response in Dramatic Arts.

1 Asks appropriate curriculum questions
2 Explores answers through role-play and other drama forms
3 Reflects on and responds to the questions asked, and the answers explored
4 Reflects on and evaluates the process, and personal learning in the process.

D.9.5. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

ENGLISH
(Language, Literature and Media Studies)

E.9.1. Reads with understanding, and responds personally to literature.

1 Reads with understanding multicultural literature including short stories, plays, novels, and poetry.
2 Responds personally to fiction and non-fiction print texts including literature, news and advertising texts.
3 Reads for information (inquiry).
4 Reflects on and evaluates personal learning in and through reading.

E.9.2. Writes for a variety of purposes.

1 Writes in personal response to language, literature and media texts using a variety of writing forms including:
- dialogues,
- reflective journals,
- response journals,
- lists,
- notes,
- outlines,
- paragraphs,
- paraphrases,
- poetry,
- questions,
- scripts,
- sentences,
- summaries,
- (personal) stories,
- supported opinions,
- test answers,
- other narrative writing,

2 Writes to inquire and to communicate information (see E.9.2.1 for forms).
3 Demonstrates understanding and use of the writing process.
4 Reflects on and evaluates personal learning in an through writing.

E.9.3. Listens actively and with understanding.

1 Listens with understanding to aural language, literature and media texts.
2 Listens actively.
3 Reflects on and evaluates personal learning in and through listening.

E.9.4. Speaks for a variety of purposes.

1 Speaks in response to language, literature and media texts using oral forms including conference, discussion, dramatization, interview, oral reading, readers' theatre, role-playing, storytelling.
2 Speaks to communicate information (see E.9.4.1 for forms).
3 Reflects and evaluates personal learning in and through speaking.

E.9.5. Role-plays and dramatizes to study language, literature and media.

1 Role-plays to explore language, literature and media texts.
2 Dramatizes to communicate personal response to language, literature and media texts using drama forms which include choral speaking, ensemble drama, mime, play making, readers' theatre, scripting, sharing, story making, tableaux.
3 Reflects and evaluates personal learning through role-playing and dramatization.

E.9.6. Views media with understanding, and communicates using non-print media.

1 Views ("reads") with understanding non-print media texts including advertising and news texts, charts, demonstrations, diagrams, films, graphics, graphs, maps, music, pictures, photographs, slides, tables, videos and visual arts.
2 Views non-print media texts for information.
3 Plans, creates and implements non-print media texts in personal response to language, literature and media texts using audio tape, computers, graphics, photography, video tape, story boards.
4 Reflects on and evaluates personal learning in and through non-print media texts.

E.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

ENGLISH AS A SECOND LANGUAGE

L.9.1. Demonstrates the use of English for survival purposes.

1 Understands basic oral English.
2 Begins to use English to communicate orally.
3 Reads and comprehends simple written English.
4 Begins to write using simple English structures.
5 Begins to understand and adapt to the new environment.

L.9.2. Demonstrates the use of English in familiar ways and contexts.

1 Understands main ideas in highly supported contexts.
2 Shows signs of oral spontaneity using learned expressions and simple English combinations.
3 Reads for specific purposes where background knowledge and vocabulary are familiar.
4 Writes in a variety of contexts using simple English structures.
5 Demonstrates understanding of and beginning adaptation to the new environment.

L.9.3. Demonstrates independence in using English in most contexts.

1 Understands social and academic English in highly supported contexts.
2 Initiates and participates in conversations and discussions using a variety of strategies.
3 Reads with support for specific purposes.
4 Writes English independently and comprehensibly.
5 Demonstrates continued understanding of and involvement in the new environment.

L.9.4. Demonstrates acquisition of English skills approaching those of a native user of the language.

1 Understands spoken English in most social and academic contexts.
2 Demonstrates consistent use of correct English for most oral tasks.
3 Demonstrates control of age/grade appropriate reading tasks.
4 Writes for a variety of purposes using appropriate conventions of written English.
5 Demonstrates growing awareness, understanding and appreciation of cultural heritage.

L.9.5. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

FAMILY STUDIES

F.9.1. Demonstrates interpersonal skills important to family living.

1 Examines factors affecting interpersonal relationships.
2 Knows the importance of parenting role in families.
3 Applies conflict resolution skills to resolve adolescent concerns.

F.9.2. Uses decision-making skills and problem solving strategies in a family context.

1 Knows the process of making effective decisions.
2 Displays knowledge of Canada's Food Guide to Healthy Eating.
3 Examines current nutritional concerns of adolescents.
4 Applies the decision-making processing a variety of situations.

F.9.3. Understands that cultural and technological changes impact on families

1 Utilizes a variety of kitchen equipment in meal preparation.
2 Recognizes the benefits of technology to families.
3 Understands low culture affects family life.

F.9.4. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

CORE FRENCH

C.9.1. Listening: listens actively and understands key information.

1 Distinguishes sound patterns that are essential for comprehension.
2 Understand the main ideas and the key information contained in a variety of oral presentations.
3 Infers meaning through available clues.

C.9.2. Speaking: communicates orally for a variety of purposes

1 Uses accurate pronunciation and intonation.
2 Asks and answers questions on familiar topics.
3 Communicates orally using appropriate vocabulary and structures.

C.9.3. Reading: understands main ideas from a variety of sources.

1 Grasps the main ideas and key information in a wide range of resources.
2 Deduces, infers and predicts meaning using textual and visual clues.
3 Reads short selections independently with the help of a dictionary or other aids.

C.9.4. Writing: communicates in a variety of forms.

1 Transcribes, takes dictation and makes short notes in French.
2 Expresses briefly and clearly facts, opinions, attitudes, emotions and ideas for a variety of purposes and audiences.
3 Writes in French on a variety of topics using the stages of the writing process.

C.9.5. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

C.9.6. Cultural Understanding: demonstrates awareness and knowledge of francophone cultures.

1 Identifies cultural similarities and differences in customs, attitudes and values.
2 Recognizes and knows about the contributions of francophone speakers to Canada and the world.
3 Demonstrates general knowledge about francophone cultures and regions where French is spoken.

C.9.7. Language Knowledge: demonstrates knowledge and control of required grammar concepts.

1 The student demonstrates awareness and control of the following items:
- verb tenses - présent, passé composé, futur proche
- verbs - er, ir, re, avoir, ètre, faire, aller, dire, srtir, partir, venir, voir
- model verbs + infinitive (vouloir, pouvoir, devoir)
- formal and informal commands
- subject / verb agreemtn
- adjective agreement / position
- subject and direct object pronouns (meaning and form
- negation
- interrogatives and forms of questioning
- relative pronouns **qui/que**

Note: The outcomes for **Cultural Understanding** and **Lanaguage Knowledge** will be demonstrated and measured within the four skill areas, but they will not appear as specific categories on the report card.

IMMERSION FRENCH

I.9.1. Listening: readily understands spoken French

1 The student demonstrates understanding of statements, instructions and questions expressed at a natural rate of speed.
2 The student interprets the main idea and key information contained in a variety of oral presentations both live and recorded.
3 The student recognizes important differences between standard and colloquial usage in pronunciation, vocabulary and phraseology.

I.9.2. Speaking: expresses ideas clearly and fluently

1 The student uses accurate pronunciation and intonation.
2 The student leads complex conversations and debates.
3 The student describes and narrates events; presents research topics and oral reports.

I.9.3. Reading: understands and interprets ideas from a variety of authentic francophone sources

1 The student grasps the main ideas and key information in a wide range of sources.
2 The student deduces, infers and predicts meaning using textual and visual clues found in authentic resources.
3 The student reads with the help of a dictionary or other aids, material written for native speakers of the same age.

I.9.4. Writing: expresses ideas clearly for a variety of purposes and audiences.

1 The student records information in a variety of forms.
2 The student writes reports, journals and compositions using the stages of the writing process.
3 The student proofreads and edits with peer and teacher assistance according to established criteria.

I.9.5. Attitude and Effort: uses French consistently as a means of daily communication in class.

1 Communicates in French with the teacher and peers in class and group situations using circumlocution and other strategies as necessary.
2 Accepts responsibility for learning.
3 Participates in classroom routines.
4 Demonstrates respect for self and others.

L.9.6. Cultural Understanding: demonstrates awareness and knowledge of the interrelationship between language and cultures.

1 Demonstrates knowledge of the history, contributions and culture of Fench-speaking peoples in Canada and the world.
2 Understands the issues surrounding languages in Canada.
3 Compares, contrasts and links his/her own culture and language with others in Canada's pluralistic society.

L.9.7. Language Knowledge: demonstrates knowledge and control of required grammar concepts.

Note: The outcomes for **Cultural Understanding** and **Lanaguage Knowledge** will be demonstrated and measured within the four skill areas, but they will not appear as specific categories on the report card.

GEOGRAPHY

G.9.1. Understands and values the relationship between human activity and the environment.

1 Demonstrates an understanding of a variety of environmental issues.
2 Understands and communicates personal values toward the environment.
3 Understands the concept of an ecosystem and the variety of relationships contained within.
4 Understands and explains how human activity impacts on the environment.

G.9.2. Understands how geographic diversity exists and how it affects people on a local, national and global scale.

1 Recognizes and explains the patterns associated with the physical diversity of Canada and selected other countries.
2 Recognizes and explains the patterns associated with the human diversity of Canada and selected other countries.
3 Demonstrates an understanding of the influence which the human and physical worlds exert on each other.
4 Demonstrates an understanding of how economic and technological changes affect physical and human environments.
5 Appreciates and explains how human and physical environments have evolved and changed over time.

G.9.3. Acquires, processes, and communicates geographic information co-operatively and individually.

1 Acquires information, co-operatively or individually, from a variety of sources.
2 Assesses data sources.
3 Uses and appreciates process models to complete a task.
4 Communicates information through a variety of products.
5 Respects the importance of the legal and ethical use of information.

G.9.4. Uses models and theories to understand natural and human made systems.

1 Understands and explains selected natural and human made systems.
2 Understands and explains selected models and theories related to physical and human geography.
3 Recognizes the importance of models and theories in studying natural and human made environments.

G.9.5. Understands Canada's relationship with the global community.

1 Analyzes the variety of links that Canada has with the global community.
2 Recognizes Canada as a country distinct from others.
3 Understands the changing nature of relationships of people and environments around the world.
4 Recognizes the contributions of people of various cultures and backgrounds to their respective societies.

G.9.6. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

GUIDANCE

N.9.1. Demonstrates the knowledge of study skills.

1 Organizes work and time effectively.
2 Identifies effective study and test-writing skills.

N.9.2. Accesses and uses information for educational and career planning.

1 Identifies available educational choices.
2 Understands the relationship between abilities and grade 10 course selection.
3 Explores career opportunities.
4 Develops a personal resumé.

N.9.3. Demonstrates positive attitude and effort.

1 Accepts responsibility for the learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

HISTORY

H.9.1. Understands and applies historical concepts.

1 Illustrates the sequential nature of events and ideas.
2 Relates 'cause and effect' to significant events in Canadian history.
3 Understands the process of historical change.

H.9.2. Acquires, processes, and communicates historical information.

1 Uses a variety of sources to locate and select needed information.
2 Records information in an organized and logical manner.
3 Draws conclusions by assessing recorded information.
4 Communicates effectively.

H.9.3. Demonstrates an understanding of responsible citizenship.

1 Describes the structure and functions of Canadian political institutions.
2 Explains the democratic process.
3 Understands power relationships in the Canadian political context.
4 Understands due process of law.

H.9.4. Uses knowledge of the Canadian past to gain insight into the present and the future.

1 Applies knowledge of English - French relations to current issues.
2 Applies knowledge of past immigration to Canada in order to understand current and future immigration issues.
3 Analyzes Canada's role in international affairs, past and present.
4 Applies knowledge of past events in Canadian-American relations to current issues.
5 Applies knowledge of past economic developments to current issues.

H.9.5. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

INTRODUCTION TO KEYBOARDING

K.9.1. Uses technology appropriately to access, manage, analyze, and disseminate information.

1 Demonstrates correct touch-typing techniques.
2 Inputs information at a rate of speed necessary to communicate effectively.
3 Inputs information at a level of accuracy necessary to communicate effectively.
4 Sets and achieves realistic individual goals to enhance his/her speed and accuracy skills.
5 Uses appropriate word processing software in the collection, storage, processing and communication of data.

K.9.2. Creates documents using various keying formats.

1 Creates centred copy using automatic commands.
2 Organizes data in simple tabular formats.
3 Produces personal and business style letters with accompanying envelope or address label.
4 Prepares a correctly formatted resume and files it electronically for future use.
5 Prepares an essay or report formatted to accepted standards for his/her school.

K.9.3. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

MATHEMATICS

M.9.1. Applies problem solving strategies to both new and familiar situations.

1 Applies a variety of problem solving strategies, singly or in combination.
2 Communicates solutions effectively.
3 Estimates the answer to a problem before starting and judges the reasonableness of solutions.
4 Poses and extends problems.

M.9.2. Demonstrates and applies accurate computational skills.

1 Uses mental mathematics and estimation to make decisions.
2 Uses appropriate methods of computation involving whole numbers, decimals, and fractions and applies them.
3 Uses appropriate methods of computation involving integers and rational numbers and applies them.
4 Evaluates powers and square roots and applies the Pythagorean Theorem.
5 Uses the concepts of ratio, scale drawing, rate, and percent and applies them in problem solving situations.

M.9.3. Recognizes and applies the properties of two and three dimensional figures.

1 Applies angle relationships in polygons, circles, and pairs of lines.
2 Performs geometric constructions using a variety of techniques.
3 Identifies and describes the properties of congruent and similar figures.
4 Identifies and sketches three dimensional objects and constructs them from their top, side, and front views.
5 Identifies line and rotational summary and applies transformations.

M.9.4. Develops, identifies and applies the procedures for measurement.

1 Demonstrates a knowledge of the metric system and makes conversions within the system.
2 Develops and applies formulas for the perimeter and area of figures.
3 Develops and applies formulas for the surface area and volume of simple solids.

M.9.5. Uses patterning and algebra to solve problems.

1 Develops the concepts of a variable, an expression, and an equation.
2 Manipulates algebraic expressions and applies the distributive property.
3 Solves linear equations by informal and formal methods and solves problems using equations.
4 Substitutes into formulas and expressions and simplifies the resulting expression.
5 Graphs relations.

M.9.6. Collects, organizes, displays and interprets data.

1 Uses various methods to collect data from and variety of sources.
2 Reads and analyzes tables, charts and graphs.
3 Determines the mean, median and mode of collected data.
4 Constructs bar, line, and circle graphs to represent data.
5 Determines the probability of events both theoretically and experimentally.

M.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

MUSIC

U.9.1. Understands and applies the language of music.

1 Reads and understands musical notation.
2 Writes music using appropriate notation.
3 Uses appropriate technology to enhance musical understanding.

U.9.2. Communicates through music.

1 Performs music with accuracy.
2 Performs independently and collaboratively.
3 Translates sounds into symbols.
4 Translates symbols into sounds.
5 Exhibits creativity in music.

U.9.3. Responds to, and evaluates a variety of musical works.

1 Listens to music with focused attention.
2 Expresses aesthetic appreciation of music.
3 Analyzes music using appropriate language.
4 Recognizes stylistc characteristics of historical periods.
5 Understands the universality of the elements of music.

U.9.4 Demonstrates positive attitude and effort.

1 Participates in classroom routines.
2 Accepts responsibility for learning.
3 Demonstrates respect for self and others.

PHYSICAL AND HEALTH EDUCATION

P.9.1. Demonstrates competence in many different forms of physical activity.

1 Performs "mock situation" acquired self defense skills that could be applied in a "real situation".
2 Demonstrates both basic and complex movement patterns in many different physical environments.
3 Demonstrates both basic and complex projection and reception techniques, with and without an implement.

P.9.2. Assesses, achieves and maintains physical fitness.

1 Performs activities to maintain target heart rate.
2 Understands how frequency, duration and intensity of exercise affect cardiovascular development.
3 Explains to others the importance of warm-ups.
4 Knows the benefits of stretching exercises.

P.9.3. Understands the components of an active, healthy lifestyle.

1 Recognizes that regular physical activity should be a life long commitment.
2 Demonstrates a willingness to participate at maximum potential.
3 Demonstrates the desire to achieve one's personal best with each performance.

P.9.4. Understands rules, strategies and appropriate behaviour for selected activities.

1 Follows rules in order to make participation enjoyable for everyone.
2 Accepts victory / defeat in a manner that is respectful to all participants.
3 Understands the rules, regulations and proper etiquette of selected activities.
4 Uses appropriate strategies in game situation.
5 Understands and applies the safety rules of selected physical activities.

P.9.5. Contributes as a group member to positively motivate and influence others.

1 Works with others to achieve a common goal.
2 Recognizes the effort that others make in attaining the group's goals.

P.9.6. Demonstrates the ability to use relevant information to make personal choices about health, lifestyle and relationships.

1 Knows the benefits of exercise and how these benefits relate to dealing with stress.
2 Participates in activities that contribute to reduction in tension and stress.
3 Able to identify and assess factors that influence personal decision making in relation to: sexuality, sexual abstinence, peer pressure, sexually transmitted diseases, substance use and misuse.

P.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

SCIENCE

S.9.1. Locates, processes and communicates scientific information.

1 Gathers data from a wide variety of sources, analyzes and interprets this data.
2 Develops presentations using a variety of media.
3 Enters and retrieves data accurately.
4 Asks questions and pursues answers through independent inquiry and research.
5 Uses calculators and computers to explore patterns and relationships, and solve problems.
6 Recognizes and understands the contributions of scientists, especially Canadians.

S.9.2. Investigates science problems experimentally.

1 Identifies and defines a problem, or asks a question, then formulates a solution or explanation after careful consideration of possible alternatives.
2 Plans and designs an experiment that safely demonstrates or develops a relationship / principle or tests a tentative explanation or a problem.
3 Safely assembles, uses and dismantles a variety of tools and laboratory instruments.
4 Makes and records accurate observations (including measurements and drawings).

S.9.3. Applies scientific knowledge and skills.

1 Understands scientific concepts associated with various environments.
2 Uses and evaluates scientific models and theories.
3 Analyzes products, processes and systems using scientific laws, principles and skills.
4 Identifies the relationship between various technologies and their underlying scientific principles.

S.9.4. Makes decisions on societal issues using scientific principles.

1 Works individually and in groups to investigate and make decisions about personal and societal problems.
2 Evaluates a variety of perspectives before making judgments.
3 Identifies and discuss the practical values of materials and tools used in solving technological problems.

S.9.5. Uses appropriately and with accuracy, language, models, and symbols of science.

1 Tabulates data and records observations.
2 Organizes information using a variety of methods, technologies and models; sketches, graphs, checklists and charts.
3 Shares information and expresses ideas using suitable scientific and technological vocabulary.
4 Uses appropriate oral, written and pictorial symbols to communicate scientific and technological information.

S.9.6. Explains and evaluates relations between humans and the natural environment.

1 Explains how organisms interact with the environment.
2 Identifies and describes environmental problems and acts on possible solutions.
3 Predicts changes in the environment by analyzing processes and trends.
4 Identifies and communicates a variety of environmental values.

S.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

TECHNOLOGICAL EDUCATION

T.9.1. Demonstrates the use of technological concepts.

1 Uses various materials and procedures in production.
2 Identifies the relationship and application of technological concepts and systems to the needs of society.
3 Understands technological structures, devices, mechanisms, systems and machines, and describes their operation in appropriate language.
4 Relates technological issues to commercial enterprises, manufacturing and service industries as well as to everyday life.
5 Interprets technical manuals and instructions.

T.9.2. Applies problem-solving strategies in the design process.

1 Recognizes a need or opportunity for a product, process, or system.
2 Generates ideas individually and/or cooperatively.
3 Develops a plan of action.
4 Produces desired results that meet functional and aesthetic requirements.
5 Develops a product, process or system which matches the original intention and need.
6 Makes modification to the product, process or system to incorporate new ideas and to overcome deficiencies.

T.9.3. Demonstrates the abilities to work cooperatively and independently.

1 Participates in co-operative learning and shared enterprises.
2 Perseveres with team work and negotiations to resolve differences of opinion.
3 Develops and utilizes time management skills.
4 Prepares personal explanations of solutions.
5 Carries out all responsibilities to the completion of the task.

T.9.4. Describes ways in which technology influences the environment and society.

1 Explains basic environmental consequences of technological processes and product.
2 Describes the impact of technological developments on society and on the economy.
3 Demonstrates basic waste reduction and recycling practices.
4 Uses mathematical, scientific and technological knowledge and skills to investigate environmental issues.
5 Investigates the ethical, social and economic issues involved in developing and applying technologies.

T.9.5. Uses various resources and technologies to process and communicate information.

1 Uses established technical terms and symbols of planning, organizing and communicating information and ideas.
2 Uses diagrams, drawings, simulations, models and role playing throughout the designing and production stages.
3 Presents outcomes in oral, written and graphical forms.
4 Gathers, analyzes, and interprets information from a variety of sources, makes decisions based on it, and communicates these findings using appropriate media.
5 Uses computerized systems to process information and to develop multi-media and other graphical presentations.

T.9.6. Demonstrates safe shop practices and procedures.

1 Safely uses and maintains shop tools and equipment.
2 Follows proper shop housekeeping procedures.
3 Exhibits appropriate behaviour while working in the shop.
4 Employs basic environmental safety procedures in the handling and use of various materials.

T.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

VISUAL ARTS

V.9.1. Produces and communicates through visual art.

1 Plans, produces and shares art work individually and cooperatively using various media and ways of representing images.
2 Expresses thoughts, ideas and feelings through the language of visual arts (elements of design, principles of composition).

V.9.2. Responds to and evaluates a variety of art works.

1 Personalizes, describes, analyzes, interprets and shares / evaluates a variety of art works and design objects.

V.9.3. Understands the history and the role of visual arts.

1 Identifies the contributions to visual arts made by Canadians.
2 Demonstrates an awareness of the global influences on Canadian and international art.
3 Demonstrates an awareness of the varying cultural, social and political roles of visual arts in relation to the artist, the viewer and the student's experiences.

V.9.4. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

PROGRESS REPORT

MATHEMATICS - GRADE 9

Appendix VII
DRAFT

STUDENT NAMES	
STUDENT NO.	TEACHER
SUBJECT	DATE

PROGRAM	
REGULAR	☐
REGULAR WITH ENRICHMENT	☐
REGULAR WITH MODIFICATION	☐
REPLACEMENT	☐

CODE	
3	EXCEEDING EXPECTATIONS
2	MEETING EXPECTATIONS
1	NOT MEETING EXPECTATIONS
NA	NOT YET ADDRESSED

REPORTING STATEMENT	STUDENT PERFORMANCE		
	TERM 1	TERM 2	FINAL
Applies problem solving strategies to both new and familiar situations.			
Demonstrates and applies accurate computational skills.			
Recognizes and applies the properties of two and three dimensional figures.			
Develops, identifies and applies the procedures for measurement.			
Uses patterning and algebra to solve problems.			
Collects, organizes, displays and interprets data.			
Demonstrates positive attitude and effort.			

TEACHER'S COMMENTS: TERM 1

MARK	MEDIAN	CLASSES MISSED	LATES

RECOMMENDED ACTIONS

- After/Before School Help ☐
- Increased Classroom Participation ☐
- More Attention to Homework ☐
- Make Better Use of Class Time ☐
- Parent/Teacher Conference Requested ☐
- (Other) _____ ☐

AT THIS TIME THE RECOMMENDED PLACEMENT FOR NEXT YEAR IS
ADVANCED ☐
GENERAL ☐
BASIC ☐

TEACHER'S COMMENTS: TERM 2

MARK	MEDIAN	CLASSES MISSED	LATES

RECOMMENDED ACTIONS

- After/Before School Help ☐
- Increased Classroom Participation ☐
- More Attention to Homework ☐
- Make Better Use of Class Time ☐
- Parent/Teacher Conference Requested ☐
- (Other) _____ ☐

AT THIS TIME THE RECOMMENDED PLACEMENT FOR NEXT YEAR IS
ADVANCED ☐
GENERAL ☐
BASIC ☐

TEACHER'S COMMENTS: FINAL

MARK	MEDIAN	CLASSES MISSED	LATES

THE RECOMMENDED PLACEMENT FOR NEXT YEAR IS
ADVANCED ☐
GENERAL ☐
BASIC ☐

The Parents/Guardians of Grade 9 Students:

The Hamilton Board of Education is using a new report card format to complement the outcome-based curriculum model required by the Ministry of Education and Training's document "The Common Curriculum - Grades 1 - 9". The report card reflects the skills being addressed and individual student performance in these skills.

Each Reporting Statement is based on a number of Learning Outcomes (learnings which a student is expected to demonstrate). A summary of the Reporting Statements and underlying Learning Outcomes for each subject was distributed to each student at the beginning of the term. The Performance Code reflects the student's level of achievement.

If you have a concern regarding the number of classes missed please contact the school office for further information.

We welcome any comments or suggestions regarding this new report format.

COMMENTS REGARDING REPORT FORMAT:

PROGRAM CODE

REGULAR	-	THIS STUDENT IS FOLLOWING THE REGULAR PROGRAM FOR THIS LEVEL.
MODIFIED	-	THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE IN SOME LEARNING OUTCOMES HAVE BEEN MODIFIED.
REPLACEMENT	-	THE LEARNING OUTCOMES HAVE BEEN CHANGED.

STUDENT PERFORMANCE CODE

EXCEEDING EXPECTATIONS	-	STUDENT IS FUNCTIONING BEYOND THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
MEETING EXPECTATIONS	-	STUDENT IS FUNCTIONING WITHIN THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
NOT MEETING EXPECTATIONS	-	STUDENT IS FUNCTIONING BELOW THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
NOT YET ADDRESSED	-	STUDENT HAS NOT YET HAD THE OPPORTUNITY TO DEVELOP OR DEMONSTRATE THE LEARNING OUTCOME

PARENT/GUARDIAN COMMENTS OR CONCERNS REGARDING STUDENT PERFORMANCE

Signature of Parent/Guardian _____

PLEASE RETURN ONE COPY OF THIS REPORT TO THE SUBJECT TEACHER.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
PROGRESS REPORT
MATHEMATICS

STUDENT NAMES Chris Masse
STUDENT NO. 231-341-456 TEACHER J. Bronston
SCHOOL Perfect Secondary School
SCHOOL PHONE 123-4567 DATE: Nov. 25, 1995

MARK	CLASSES MISSED	LATES
72	3	5

PROGRAM
☒ REGULAR
☐ MODIFIED
☐ REPLACEMENT

REPORTING STATEMENT	STUDENT PERFORMANCE
Applies problem solving strategies to both new and familiar situations	2
Demonstrates and applies accurate computational skills.	3
Recognizes and applies the properties of two and three dimensional figures.	1
Develops, identifies and applies the procedures for measurement.	2
Uses patterning and algebra to solve problems.	NA
Collects, organizes, displays and interprets data.	2
Demonstrates positive attitude and effort.	2

CODE

3 — EXCEEDING EXPECTATIONS

2 — MEETING EXPECTATIONS

1 — NOT MEETING EXPECTATIONS

N A — NOT YET ADDRESSED

TEACHER'S COMMENTS

Chris completes classroom tests, assignments and other tasks. There have been a number of occasions when homework has either not been completed or completed in an unsatisfactory manner. Chris has not as yet submitted the project related to geometry resulting in the unsatisfactory performance rating in geometry.

J. Bronston

RECOMMENDED ACTIONS

☐ After/Before School Help ☐ Increased Classroom Participation ☒ More Attention to Homework

☐ Make Better Use of Class Time ☐ Parent/Teacher Conference Requested ☐

AT THIS TIME THE RECOMMENDED PLACEMENT FOR NEXT YEAR IS: ☒ ADVANCED ☐ GENERAL ☐ BASIC

The Parents/Guardians of Grade 9 Students:

The Hamilton Board of Education is using a new report card format to complement the outcome-based curriculum model required by the Ministry of Education and Training's document "The Common Curriculum - Grades 1 - 9". The report card reflects the skills being addressed and individual student performance in these skills.

Each Reporting Statement is based on a number of Learning Outcomes (learnings which a student is expected to demonstrate). A summary of the Reporting Statements and underlying Learning Outcomes for each subject was distributed to each student at the beginning of the term. The Performance Code reflects the student's level of achievement.

If you have a concern regarding the number of classes missed please contact the school office for further information.

We welcome any comments or suggestions regarding this new report format.

COMMENTS REGARDING REPORT FORMAT:

PROGRAM CODE

REGULAR	-	THIS STUDENT IS FOLLOWING THE REGULAR PROGRAM FOR THIS LEVEL.
MODIFIED	-	THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE IN SOME LEARNING OUTCOMES HAVE BEEN MODIFIED.
REPLACEMENT	-	THE LEARNING OUTCOMES HAVE BEEN CHANGED.

STUDENT PERFORMANCE CODE

EXCEEDING EXPECTATIONS	-	STUDENT IS FUNCTIONING BEYOND THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
MEETING EXPECTATIONS	-	STUDENT IS FUNCTIONING WITHIN THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
NOT MEETING EXPECTATIONS	-	STUDENT IS FUNCTIONING BELOW THE INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
NOT YET ADDRESSED	-	STUDENT HAS NOT YET HAD THE OPPORTUNITY TO DEVELOP OR DEMONSTRATE THE LEARNING OUTCOME

PARENT/GUARDIAN COMMENTS OR CONCERNS REGARDING STUDENT PERFORMANCE

Signature of Parent/Guardian _____

PLEASE RETURN ONE COPY OF THIS REPORT TO THE SUBJECT TEACHER.

Ontario Ministry of Education and Training

Issued under the authority of the Deputy Minister of Education and Training

Policy/Program Memorandum No. 115

Date of Issue: June 27, 1994

Effective: Until revoked or modified

Subject: PROGRAM POLICY FOR ELEMENTARY AND SECONDARY EDUCATION

Application: Directors of Education
Superintendents
Principals of Schools
Principals of Inspected Private Secondary Schools

References: This memorandum replaces Policy/Program Memoranda No. 115, June 15, 1992; No. 115A, November 2, 1992; and No. 115B, April 28, 1993; and clarifies sections of *Ontario Schools: Intermediate and Senior Divisions*.

Note: The contents of this memorandum should be brought to the attention of all elementary and secondary school teachers and administrators, especially those responsible for education of students in the Transition Years.

INTRODUCTION

This memorandum should be read in conjunction with *Transition Years, Grades 7, 8, and 9*,[1] *The Common Curriculum, Grades 1–9*,[2] and *Ontario Schools, Intermediate and Senior Divisions* (OSIS).[3]

The purpose of this memorandum is twofold:

a) to consolidate the policies in Policy/Program Memoranda Nos. 115 (1992), 115A, and 115B that are still relevant and that have not been incorporated into *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9;*

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1. Ministry of Education, Ontario, *Transition Years, Grades 7, 8, and 9: Policies and Program Requirements* (Toronto: Ministry of Education, Ontario, 1992).

2. Ministry of Education and Training, Ontario, *The Common Curriculum, Grades 1–9* (Toronto: Ministry of Education and Training, Ontario, February 1993).

3. Ministry of Education, Ontario, *Ontario Schools, Intermediate and Senior Divisions, Grades 7–12/OACs: Program and Diploma Requirements*, rev. ed. (Toronto: Ministry of Education, Ontario, 1989).

b) to clarify certain sections in OSIS in order to bring policies in OSIS into accord with policies set out in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

Policy/Program Memoranda Nos. 115 (1992), 115A, and 115B have been revoked because many of the policies set out in these documents are now contained in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

OSIS remains in effect, subject to the clarifications specified in this memorandum. These clarifications are required as a result of the changes to the program for Grades 7, 8, and 9 that came into effect on September 1, 1993, with the implementation of *Transition Years, Grades 7, 8, and 9*. The requirements in OSIS for the completion of the Ontario Secondary School Diploma (OSSD) apply to all students enrolled in secondary schools, including those enrolled in Grade 9 before September 1, 1993, and adult students in day programs or continuing education programs. This memorandum includes clarifications specifying the minimum number of compulsory and elective credits for an OSSD that students shall take beyond the Grade 9 program; these clarifications affect students entering Grade 9 on or after September 1, 1994.

CONSOLIDATION OF POLICIES FROM MEMORANDA NOS. 115 (1992), 115A, AND 115B

Grouping of Students from Junior Kindergarten to Grade 9

The organization of classes or courses from Junior Kindergarten to the end of Grade 9 shall not be determined according to perceived student ability. The needs of individual students may be accommodated through flexible groupings within and across classes and through an appropriate range of placements for exceptional students. The ministry is committed to increasing opportunities for the integration of exceptional students.

Implementation of the Transition Years Program and the Common Curriculum

By September 1, 1996, implementation of *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9* shall be accomplished.

Provincial Standards

The ministry is developing standards (formerly called benchmarks) for Grades 3, 6, and 9 in specific areas linked to the learning outcomes described in *The Common Curriculum, Grades 1–9*. The standards are descriptions of levels of performance and are intended to assist educators in determining the extent to which students have achieved the outcomes.

These standards are an important element in defining how students should be progressing, and may be used for reporting to parents. They will be used in province-wide reviews, and may also be used locally to conduct program reviews.

Provincial standards for mathematics will be adjusted to reflect the revisions to *The Common Curriculum, Grades 1–9* that are expected to be completed by the end of 1994. During the validation process for the provincial standards for language, any changes to the outcomes for language made through the revisions of *The Common Curriculum, Grades 1–9* will also be incorporated.

Completion of the Grade 9 Program

Each principal shall develop criteria for making decisions about student progress in accordance with learning outcomes set out in ***The Common Curriculum, Grades 1–9***. Where a student does not complete the outcomes for Grade 9 within the school year, the principal shall determine, in consultation with the parents and the student and his or her teachers, what type of program would best enable him or her to achieve these outcomes. A student could, for example, continue in the Grade 9 program, attend summer school, enrol in a partial Grade 9 program in the subsequent year, complete the work through independent study, or complete a program developed expressly for him or her.

Adaptation of the Grade 9 Program

In consultation with the student and his or her parents and teachers, a principal may adapt an individual student's Grade 9 program to accommodate his or her unique abilities (for example, ability in mathematics or French as a second language) or his or her special needs (for example, the need to take English as a second language or Actualisation linguistique en français). Examples of adaptations include study of certain areas or topics in greater depth, substitution among learning outcomes or compulsory credit equivalents, and placement in a course in a higher grade. Beginning in September 1994, these adaptations would form part of a student's Grade 9 program; they would therefore be considered as part of the credit-equivalency value established by the school for reporting its Grade 9 program on the Ontario Student Transcript (OST), and would not be used to increase the overall credit-equivalency value set for the school.[4] Any such adaptations to a student's Grade 9 program shall be considered in planning his or her subsequent credit program leading to the OSSD; for example, a student who, at the time of entering Grade 10, can demonstrate the knowledge and skills associated with the completion of Grade 10 mathematics may be appropriately placed in a Grade 11 mathematics credit course.

4. On the OST, the code *QEV* followed by a number indicating the school's credit-equivalency value for the Grade 9 program will be used for recording a student's successful completion of the Grade 9 program.

Credits for Courses Beyond Grade 9 for Students in the Grade 9 Program

For students enrolled for the first time in the Grade 9 program, the principal may grant credits for courses in Grades 10 to 12 and for Ontario Academic Courses (OACs) in addition to the credit-equivalency value for the Grade 9 program, only where the length of the instructional program of each school day is scheduled for longer than the five-hour requirement set out in section 3(1) of Regulation 298.

CLARIFICATION OF SPECIFIC SECTIONS IN OSIS

Sections in OSIS that require clarification are listed and discussed below. All other sections in OSIS remain in effect.

3. School Curriculum and Program Requirements: Elementary (Grades 7 and 8)

3.4 The Instructional Program in Grades 7 and 8

This section no longer applies. The program and policies for Grades 7 and 8 are described in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

4. School Curriculum and Program Requirements: Secondary (Grades 9 to 12/OACs)

4.1 The Program in Grades 9 and 10

This section applies to Grade 10 only. The program and policies for Grade 9 are described in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9*.

4.4 Granting Credits

Credits are granted in recognition of the successful completion of courses in Grades 10 to 12/OACs only.

4.5 Modules

This section, which deals with partial credits, applies only to Grades 10 to 12/OACs.

4.6 Levels of Difficulty

Levels of difficulty apply only to credit courses in Grades 10 to 12/OACs.

4.7 Curriculum Guidelines and Guideline Courses

Curriculum guidelines. The learning outcomes around which the educational programs offered in Grades 7, 8, and 9 shall be developed are found in *The Common Curriculum, Grades 1–9*. The content of the educational programs offered in Grades 10 to 12/OACs is authorized by the ministry's curriculum guidelines. Existing curriculum guidelines that describe policy and programs for Grades 7 to 9 may be used as resource documents only.

Guideline courses. Introductory courses authorized by curriculum guidelines (for example, courses in English as a second language, Actualisation linguistique en français, keyboarding, and music) may be offered as credit courses in Grades 10 to 12. Principals shall ensure that, when a student takes an introductory course for credit in Grades 10 to 12, it does not overlap with the Grade 9 program that the student has completed.

4.9 The Ontario Secondary School Diploma (OSSD)

An OSSD shall be granted to a student who has earned a minimum of 30 credits. In accordance with section 1.5 of *Transition Years, Grades 7, 8, and 9*, the principal of the school shall determine the equivalent credit value of the school's Grade 9 program and the remaining requirements – that is, compulsory and elective credits – for an OSSD. For students enrolled in Grade 9 on or after September 1, 1994, the minimum of 30 credits shall consist of the successful completion of: (a) the Grade 9 program, and (b) a minimum of 22 credits in Grades 10 to 12/OACs.

4.10 Diploma Requirements

Principals shall determine which compulsory credits (full or partial) students need to complete in Grades 10 to 12/OACs, and shall base their decision on the content of the school's Grade 9 program that has already been completed. For students enrolled in Grade 9 on or after September 1, 1994, at least 8 of the compulsory credits shall be taken in Grades 10 to 12/OACs.

4.12 Certificate of Education

For students enrolled in Grade 9 on or after September 1, 1994, the requirement of 14 credits shall be a combination of the credit-equivalency value for the Grade 9 program and 6 additional credits, one of which shall be an English credit in an English-language school or a français credit in a French-language school.

4.14 Student Records and the Ontario Student Transcript

The principal shall determine the credit-equivalency value for the school's Grade 9 program that is to be recorded on the OST. The ministry's "List of Common Course Codes and Samples of Ontario Student Transcripts" illustrates how a student's Grade 9 program will be recorded on the OST. A student's completion or partial completion of the Grade 9 program shall be recorded in his or her Ontario Student Record (OSR) and on the OST in one of the following ways:

a) *Students who have completed the Grade 9 program.* The credit-equivalency value for the school's Grade 9 program and the number of compulsory credit equivalents completed shall be entered on the student's OST when the principal determines that the student has completed the program. The number and description of the compulsory credits still to be completed in Grades 10 to 12/OACs shall be attached to the student's final report card, which is a part of the OSR.

b) *Students who need to do additional work to complete the Grade 9 program.* No entry shall be made on the student's OST at the end of the Grade 9 school year. A description of the program that the student still has to complete shall be provided in sufficient detail to assist in the appropriate placement of the student, and shall be attached to the student's final report card, which is a part of the OSR. When the student has successfully completed the Grade 9 program, the school's credit-equivalency value and the number of compulsory credit equivalents completed shall be entered on the OST.

c) *Students who transfer to another school or who leave school within the Grade 9 year.* No entry shall be made on the student's OST at this time. The portion of the Grade 9 program, including compulsory components, still to be completed shall be described in sufficient detail to assist in the appropriate placement of the student when he or she transfers to another school or returns to school. This information shall be attached to the student's last report card, which is a part of the OSR.

4.15 School Course Calendars

The school course calendar shall contain a description of the Grade 9 program, the compulsory credit equivalents that are part of the program, and the school's credit-equivalency value for the program. It shall also contain an outline of the program that students must take to complete the OSSD requirements, including the compulsory credits (full or partial) that must form a part of that program.

6. Ways of Earning Credits

6.2 Credits for Elementary School Students

Because the program for Grades 7, 8, and 9 outlined in *Transition Years, Grades 7, 8, and 9* and *The Common Curriculum, Grades 1–9* is continuous in nature, some students in Grade 8 may achieve outcomes generally expected of students in Grade 9. The achievement of these outcomes should be described in sufficient detail and attached to the final report card so that the student's Grade 9 program may be appropriately planned. When elementary school students are permitted to take credit courses outside the school day (for example, courses in summer school), the principal shall ensure that the courses taken do not overlap with the Grade 9 program.

6.9 Non-Guideline Courses

This section applies only to non-guideline courses that may be offered in Grades 10 to 12.

6.10 Exemptions from Non-Guideline-Course Approval

This section applies only to programs offered in Grades 10 to 12.

6.14 Equivalent Standing for Mature Students

There is no change to the policy on equivalent-credit allowances. Any credits granted to mature students as part of their equivalent-credit allowances are applied towards the 30 credits required for the OSSD. An equivalent-credit allowance can include the credit-equivalency value of a school's Grade 9 program. For example, if a mature student with no previous credits is placed by the principal in a Grade 10 program, the credit-equivalency value of the school's Grade 9 program would constitute a portion of the student's maturity allowance, which is an allowance of up to 12 credits.

OPERATING PROCEDURES -Memo 115

DRAFT 4-FOR DISCUSSION-

11/22/94

Memo 115	Implications for System	Recommendation
•pg. 3-Where a student does not complete the outcomes for Grade 9 within the school year...	Determination of what is successful completion of Grade 9 Program in terms of our learning outcomes.	**June 95**- A student who receives a mark of less than 50% in one or more subjects shall not have successfully completed the Grade 9 Program. **June 96**-A student who receives "Not Meeting Expectations" in more than one Reporting Statement in one or more subjects shall not have successfully completed the Grade 9 Program.
•**pg. 3**...the principal shall determine, in consultation with the parents and the student and his/her teachers, what type of program would best enable him or her to achieve these outcomes	What are we going to offer as a **system** and **individual schools** to enable students to achieve non-completed outcomes? (summer school, partial gr. 9 programs in subsequent years, repeat gr. 9 programs, basic level at gr. 10, independent study, etc.)	**July 96-A Grade 9 Summer School** program be offered to address specific learning outcomes that have not been met by the student. **Individual schools** may offer alternative programs to meet the needs of students (independent study, partial gr. 9 programs, repeat The Gr. 9 Program, substitute programs, "completion" courses, etc.)
•**pg. 5 & 6** (4.9, 4.10, 4.14)...the principal of the school shall determine the equivalent credit value of the school's Grade 9 program and the remaining requirements	**June 95**-Compulsory credits (OSIS 4.10) that have been satisfied will depend on course selections and offerings in individual schools. **June 96**-Compulsory credits (OSIS 4.10) remaining to be completed will be consistent across the system.	**June 95**-Principals of schools grant compulsory credits on the basis of school/student timetable. **June 96**-Successful completion of the grade 9 Program gives the student 8 equivalent (including 7 compulsory) credits. Attached to the student's final report card (which is a part of the OSR) shall be a statement that **the following compulsory credits remain to be completed: English (4), Math (1), Science (1), Canadian History/Geography (1), Business or Technological Studies (1), Senior Div. Social Science (1).**
•**pg. 6** Recording of student's completion or partial completion of program. No entry appears on the OST until the principal determines that the student has completed the grade 9 program.	Tracking of Unsuccessful Completion by Students on **Student Record** (informal system based information) and **Student Final Reports** (which are a part of OSR) and entries on the OST.	**June 96**-Recorded on "Student Record". Where a student receives "Not Meeting Expectations" in more than one Reporting Statement in any subject show "Incomplete"* in Credit Column and notation to "*Consult Subject Report Card for Explanation". Subject Teacher to note in the comments section of student report what reporting statements (or specific outcomes) have not as yet been demonstrated.
•the school course calendar shall contain a description of the Gr. 9 program, the compulsory credit equivalents that are part of the program, ...	Development of a Grade 9 information calendar for system distribution to gr 8 students in January 1996.	The transition years coordinator be responsible for the development of the following (to be included in each school's grade 9 information calendar): a description of the Gr. 9 program, the compulsory credit equivalents that are p of the program, outline of the program that students must take to complete the OSSD, including the compulsory credits that must form a part of that program.

In Common

MINISTRY OF EDUCATION AND TRAINING

Ontario

VOLUME 2, NUMBER 1, SEPTEMBER/OCTOBER 1994

Review of The Common Curriculum *Completed*

The review committee for *The Common Curriculum* completed its review and submitted its recommendations for changes to *The Common Curriculum* to the ministry on June 27, 1994. *The Common Curriculum* is currently being revised on the basis of these recommendations.

The Common Curriculum was first released in February 1993, and a version for parents and the general public was issued in September 1993. Both versions were intended as working documents, to be revised on the basis of the responses to them.

Beginning in June 1993 and continuing through the fall and winter of 1993-94, the ministry invited interested individuals and groups to comment on *The Common Curriculum*. The review committee, which was established in September 1993, was made up of representatives of the Ontario Teachers' Federation and its affiliates, the Ontario supervisory officers' associations, and the ministry. Research leadership and expertise were provided by Dr. Lorna Earl, Research Director, Board of Education for the City of Scarborough. The committee's task was to analyse the written responses that were received in both French and English from educators and the public and to make recommendations for revisions to *The Common Curriculum*.

The ministry received 545 written responses, 455 in English and 90 in French. All the responses were summarized and recorded in an electronic database. The committee read and discussed the responses and summaries and produced reports outlining all the comments, including those on particular topics such as antiracism and ethnocultural equity.

During the spring of 1994, the review committee began to develop tentative recommendations on the basis of the reports. The recommendations were revised at each meeting as further responses were received. Responses continued to arrive after the deadline of May 1, 1994. Responses that arrived late were summarized and recorded in the electronic database in the order in which they had been received.

During July and August 1994, a revision team made up of ministry staff and three members of the review committee revised *The Common Curriculum* on the basis of the recommendations of the review committee. In making the revisions, the revision team made use of the summaries of the responses in the database, the reports produced by the review committee, and the original responses, as well as the recommendations developed by the review committee.

The revised document will be released for distribution in December 1994.

Editors of *In* Common

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In Common is a newsletter produced by the Ministry of Education and Training to communicate information about the implementation of *The Common Curriculum, Grades 1–9* and to encourage feedback from schools and their communities. *In Common* will be produced approximately every two months.

Cette publication est également offerte en français sous le titre suivant : *En commun.*

Recommendations of the Review Committee

The following is a summary of the recommendations made by the review committee for revising *The Common Curriculum*.

The committee recommended changes to the content of *The Common Curriculum* as well as to its structure and language. The committee also recommended that clear connections be established among the versions of *The Common Curriculum*. In order to establish these links in the December 1994 version, the ministry should:

• demonstrate the revised document's continuity with the February and September 1993 versions by:
- maintaining the general organization of the September 1993 version;
- using plain language as in the September 1993 version;
- maintaining the general content of the February 1993 version;
- maintaining the substance of the outcomes of the other two versions but reducing the number of these outcomes;
- describing the differences between the 1993 and the 1994 versions;
- emphasizing the continued importance of the principles of education and Ontario's commitment to accountability, excellence, equity, and partnership in education;

• establish a clear link between *The Common Curriculum* and other ministry documents by:
- identifying and explaining the purpose, relevance, and use of existing provincial curriculum guidelines, policy documents, and resource documents;
- describing clearly the links between *The Common Curriculum* and the provincial standards in mathematics and language;
- emphasizing, in the French-language version, the importance of the document *Aménagement linguistique en français, 1994*.

In the area of content, the committee recommended that, in the revised document, the ministry:

• provide acknowledgement of sources of ideas and recommendations for the revision by:
- providing references for research and sources to ensure that the origins of the concepts upon which the document is based are clearly indicated;
- acknowledging the groups and individuals that responded;
- acknowledging the review committee and describing the review process;

• focus on the importance of partnerships in education by:
- identifying the partners, namely, parents and guardians, students, educators, and the community;
- making clear that education is a responsibility that must be shared by all the partners;
- identifying the roles of the ministry, school boards, and schools;
- emphasizing the need for collaboration between the school and community, among students, parents, and teachers, and among teachers;
- outlining the students' responsibility for their own learning;

• provide a strong rationale by:
- outlining current thinking about learning and planned change;
- defining and discussing the concepts of outcomes-based learning and integrated learning and outlining their use in the document and their link to the essential learning outcomes;
- describing the impact of social, economic, and technological changes;
- recognizing the need for education that will respond to a rapidly changing world, as well as the limitations of the traditional education model, including traditional school structures;
- recognizing the need to maintain those practices that are still effective;
- recognizing the need for high expectations for all students;
- highlighting Ontario's commitment to accountability, excellence, equity, and partnership;

• clarify the meaning of the term "common" by:
- explaining that the outcomes are common for all students in all Ontario schools;
- explaining that the content of the program, assessment and evaluation procedures, and teaching and learning strategies used should vary to assist all students, including students with special needs, to achieve the outcomes;
- indicating that school boards and schools may add supplementary outcomes in addition to the outcomes required in the document;
- emphasizing the importance of equity for all;

• focus on the importance of the principles of education on which the document is based by:
- stating clearly the purpose of the principles of education, which is to guide classroom and school practices;
- describing an effective learner and showing how such a learner will profit from achieving the essential learning outcomes in Part II of the document;
- explaining the implications of an outcomes-based approach for classroom and school practices and organization;

– explaining the implications of integrated learning for classroom and school practices and organization;
– highlighting the need for shared values;
– highlighting the importance of experiential learning;
– describing clearly procedures for student assessment and evaluation as well as the manner of reporting on their progress;
– explaining the importance of encouraging all students to reflect on their own learning;

• clarify the status of the four program areas by:
– indicating clearly that the organization of schools and school programs into the four program areas – Arts; Language; Mathematics, Science, and Technology; and Self and Society – is recommended but not required;
– addressing the need for integration within and among the four program areas;
– stating clearly that the specific learning outcomes do not belong solely in any one program area;
– explaining the importance of balanced programming involving all program areas in each year of the child's education.

The committee recommended that, in revising the structure and language of *The Common Curriculum*, the ministry:

• make the continuity of the content clearly evident throughout the document by:
– providing a clear, logical structure and using plain language throughout the document;
– providing strong textual and visual connections between and among the sections of the document;

• use a structure, style, and language that are accessible to everyone by:
– using plain, inclusive language;
– including clear definitions of essential terms and using the terms consistently;
– using graphics and visual aids;
– providing a user's guide;

• describe the learning outcomes clearly and effectively by:
– including fewer outcomes than in the earlier versions of the document;
– including examples with the specific learning outcomes to clarify their meaning and providing guidance on how they may be achieved;
– stating the outcomes in a clear, consistent manner;
– ensuring that the continuity and sequence of outcomes for Grades 3, 6, and 9 are appropriate;
– ensuring that the outcomes are appropriate to the age of the students;
– describing the general learning outcomes in terms that are not specific to any program area and placing them under the essential learning outcomes in Part II of the document;
– including the specific learning outcomes in Part III of the document, under each of the program areas;
– displaying the specific learning outcomes on a horizontal grid, as in the February 1993 version, to show the progression through Grades 3, 6, and 9;
– using graphics to show the connections between the essential learning outcomes, general learning outcomes, and specific learning outcomes.

The committee also recommended that:
– the 1994 version of *The Common Curriculum* include a letter from the Minister, a preface, a user's guide, an introduction, a glossary of terms, a bibliography, and a list of acknowledgements;
– the body of the document be divided into three parts as follows: Part I would outline the principles of education; Part II would list the essential outcomes that serve as a focus for the entire school program; and Part III would list the program areas and their specific learning outcomes;
– the ministry strongly encourage students to reflect on their thinking and learning;
– the ministry stress the importance of the following: equity; good citizenship; community service activities; entrepreneurship; health and safety at home, school, and the workplace; information and media literacy; and the appropriate use of technology.

A Word from the Huron-Perth Roman Catholic Separate School Board

This fall the Huron-Perth County Roman Catholic Separate School Board will introduce a new system for reporting student progress in Grades 7, 8, and 9. A teacher's manual and a student profile are currently being prepared.

The new progress report, which will be produced by computer, will not only report on students' progress in achieving the learning outcomes outlined in *The Common Curriculum* and the board's statement of direction, but also show the common assessment criteria used and provide opportunities for students' self-evaluation and parents' comments.

For more information, please contact John McCauley, Superintendent of Curriculum, by telephone at (519) 345-2440 or by fax at (519) 345-2449.

Provincial Implementation Committee Established

When the revised version of *The Common Curriculum* is released in December 1994, there will be a renewed emphasis on implementation throughout the province. The implementation period for *The Common Curriculum* began in September 1993, and the ministry expects full implementation to be under way in all schools by September 1996.

The ministry has, therefore, established a provincial implementation committee chaired by Joanne Zywine, Superintendent of Instructional Services, Halton Board of Education. The committee's membership has not been finalized but it will include representatives of the following groups:

- parents
- business
- labour
- teacher education institutions
- school board trustees' organizations
- supervisory officers' associations
- the Ontario Teachers' Federation and its affiliates

The mandate of the implementation committee is to:

- consider the results of the review of *The Common Curriculum* and advise the ministry on the viability of the proposed revisions;
- examine implementation issues that were raised in the submissions received through the review and revision process;
- identify exemplary practices currently being used in schools and school boards;
- develop and recommend appropriate activities to be used as part of an effective provincial implementation strategy;
- lead, co-ordinate, and advise on the implementation of *The Common Curriculum.*

The committee met for the first time on June 29, 1994, to receive and discuss the report containing the recommendations of the review committee and to begin to identify building blocks for implementation. The meeting was attended by the Minister of Education and Training, Dave Cooke, who announced the establishment of a $1.9 million Curriculum Innovation Fund for the implementation of *The Common Curriculum.*

The implementation committee will continue its work throughout the fall and will submit its recommendations to the ministry by December 1994.

With Thanks . . .

The ministry wishes to acknowledge the contribution of the following persons who participated in the review committee for *The Common Curriculum.*

Pierre Boutin
Association des agentes et agents de supervision franco-ontariens

Jan Cornwall
Federation of Women Teachers' Associations of Ontario

Carol Corsetti
Ontario Teachers' Federation

Lorna Earl
Board of Education for the City of Scarborough

Jackie Foerter
Ontario Public School Teachers' Federation

Janet Glasspool
Ontario Public Supervisory Officers' Association

Laurent Joncas
Association des enseignantes et des enseignants franco-ontariens

Ginette Plourde
Ministry of Education and Training

Ilze Purmalis
Ministry of Education and Training

Cate Roberts
Ontario Secondary School Teachers' Federation

Phil Rocco
Ontario Catholic Supervisory Officers' Association

Gail Stelter
Ontario English Catholic Teachers' Association

Ron Wideman
Ministry of Education and Training

Doug Wrigglesworth
Ontario Teachers' Federation

Ministry support was provided by:

Judith Coghill
Janice Crawford
Geneviève Roy
Claire Rosset

1995 01 05

To: Chairman and Members
Program Committee

From: Nancy Nicholls, Superintendent of Schools and
Bud Knowles, Principal - Mountain Secondary School

Re: Mountain Secondary School

Report: Information/Decision

****

Background:

In April, 1992, the Board approved the amalgamation of Caledon and Crestwood into one school. For the interim, the school has been called Mountain Secondary. The two campuses remained separate for the 1992-93 school year but the school functioned under the direction of one principal. In October 1993, the Board approved the closure of the Crestwood building in June 1994. This building has remained in inventory for the 1994-95 school year to facilitate a transition phase of the school to a single site at Caledon.

The proposed plan for the Mountain Secondary School is to maintain the current academic courses required at the basic level. Programs incorporating environmental and entrepreneurial studies are being phased into the curriculum. Woodworking, welding and auto-service, in the past have been stand alone shops. With the implementation of broad-based technologies, students will be able to access these programs through the use of shared resources with neighbouring schools.

Issue:

To advise trustees of the proposed plan to complete the consolidation of the Mountain Secondary School at the Caledon Campus.

Recommendations:

1. That appropriate programs currently housed at Crestwood be moved to the Caledon site for September, 1995 to complete the consolidation.

2. That Vocational Education and Basic Level Specialization Years programs be included in the Secondary School Future Study Report.

3. That the Phoenix Alter Ed program be re-located September, 1995, the specific site to be determined in conjunction with the Secondary School Future Report.

Rationale

- On September 30, 1994, 344 students are registered in the school. (Appendix A)
- Program delivery will be enhanced by having all students centred at one campus. (Appendix B)
- Such compulsory subject as Science, French, Art are now only offered at the Caledon campus.
- Office support staff is currently maintained in both sites.
- With the removal of Phoenix, two additional washrooms and 4 additional classrooms become available.
- The program for Mountain Secondary students will utilize all opportunities to meet student needs by sharing resources of neighbouring composite schools as necessary.
- No major renovations will be required for September, 1995. There will be minor costs involved to complete the relocation of small equipment.

ACCOMMODATION

1992 - 93 Hamilton Board of Education Operating Capacity

Mountain (former Caledon building) 281
Mountain Annex (former Crestwood building) .. 330

Note: 1. Mountain S. S. contains 5 classrooms not counted in the capacity of 281.

2. This information is from a November 1993 Research Departmer publication (see attachment).

ENROLMENT ON SEPTEMBER 30, 1994

Mountain S. S. 344

East Campus (former Crestwood) 152
West Campus (former Caledon) 192

New Grade 9 Enrolment (Sept. 30/94) 42

PHYSICAL PLANT USE

Semester II (February 1, 1995)

East Campus (Crestwood) - 16 periods of academic instruction spread across 6 classrooms

20 periods of practical instruction spread across 7 technical areas

West Campus (Caledon) - 18 periods of academic instruction spread across 7 classrooms

21 periods of practical instruction spread across 8 technical areas

PROPOSED PROGRAM FOR SEPTEMBER 1995

1. All academic subjects currently offered would continue to be offered and run as needed by option sheet selection.

2. All current Practical education subject offerings would not be maintained.

3. (i) A Communications lab would be offered. This is new for February 1995 and will provide students with broad-based skills in graphic and electronic communication systems. This course will integrate electronics/electricity, desktop publishing, video production, computer graphics and animation, drafting/Cad.

   (ii) A Design and Technology area would be incorporated. This broad-based approach includes drafting and design, small woodwork project, plastics injection moulding, robotics and small electrical project availability. In addition, students will learn the basics of the engraving industry on a computerized Vanguard 3200 ordered with Tech Renewal money. This is a state-of-the-art engraving system that could be used to meet the needs of the Hamilton Board while saving a substantial amount of money each year (see attached).

   (iii) A small engine, marine motor and bicycle/motorcycle repair shop would be instituted. This incorporates basic welding and mechanics.

4. Not offered would be a stand-alone woodworking shop, a stand-alone welding shop and a stand-alone auto service shop.

5. The availability of technical offerings in the specialization years could be made available by negotiation with neighbouring secondary schools or with Parkview or Delta.

URBAN/MUNICIPAL
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AGENDA

URBAN MUNICIPAL
MAR 1 1995
GOVERNMENT DOCUMENTS

PROGRAM COMMITTEE

1995 02 02

Confirmation of the minutes of the regular meetings of 1994 05 10, 1994 06 02, 1994 09 08 and 1994 10 06.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update re Membership on the Central Review Committee (Selection of Learning Resources)

NEW BUSINESS:

1. Report of the Supervised Alternative Learning for Excused Pupils Committee — Page 1

2. Video: Mentoring Program – Gibson School – Requested by Trustee Stewart

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Status Report: Issues Facing Female Athletes in Hamilton High Schools — Pages 2 to 37

NEW BUSINESS:

1. Report on Results for the Provincial Grade 9 Reading and Writing Test, 1993–94 — Pages 38 to 104; **and Revised Pages 46 and 47**

REPORT OF THE SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP) COMMITTEE

Present: Trustees Orban (Chairman), Bishop, Johnston, MacDonald, Rogers and Stewart.

Officials Present:
E. Bond (Superintendent of Program)
B. Schofield (Adjustment Services Supervisor)
D. Sayers (SALEP Consultant)

The Committee recommends:

GENERAL

1. That a report be brought back regarding long-term planning for meeting the needs of the students through the SALEP program.

Respectfully submitted,

L. ORBAN
Chairman

Committee Room
1995 01 05

Date: 1995 02 02

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Status Report: Issues Facing Female Athletes in Hamilton High Schools

Report: Information

Background

This report reflects the findings, and actions, of the Coordinator of Physical and Health Education after being asked, by the Program Committee, to respond in a more encompassing manner to the Westdale Presentation re: Issues Facing Female Athletes in Hamilton High schools.

Attached to this report are copies of Westdale's original presentation by Catherine Siksay, Appendix A, and the initial response to it which was made by the Program Department, Appendix B.

The four main issues centred around the following:

- opportunity to play equal male/female sport seasons at the secondary school level
- the importance of athletic experience at both the elementary and secondary level
- the willingness/availability of teachers to coach
- encouragement of females in athletics.

The ensuing investigation, therefore, has attempted to:

- raise awareness of the perception of inequity
- determine if equity of opportunity exists at the HMSAA and HIAC organising level
- determine if equity of opportunity exists at either the elementary school or secondary school level
- encourage Board personnel, and students, to be proactive in promoting equity around the issue of female athletes at both the school, system and community level
- encourage equitable media coverage of female/male athletic achievements and events.

Appendix C indicates the various communication routes which have been explored in order to gather the contents of this report. The presentation of the report information is addressed under the headings of these various channels of communication:

A: Secondary School Principals
B: Middle School Principals
C: Athletic Convenor
D: Media
E: Heads of Physical/Health Education
F: Middle School Principal's Sub-committee
G: General Assembly -- Hamilton Middle School Athletic Association (HMSAA) teachers
H: Secondary School Students

Issue:

- To share information with Trustees regarding the status of issues facing female athletes in Hamilton High Schools.

Recommendation:

- That the Status report: Issues Facing Female Athletes in Hamilton High Schools be received for information.

Rationale: See Appendices:

A Presentation by Catherine Siksay

B Response to Issues presented at Presentation

C Communication Routes

D Survey of Hamilton Midddle School Athletic Association (HMSAA) offerings

E Survey of Hamilton Interscholastic Association Council (HIAC) offerings

F Memo to Secondary School Principals re: Hamilton Student Athletic Council (HSAC)

APPENDIX A

To: Members of the Program Committee. the Board of Education for the City of Hamilton.

From : Female athletes of Westdale.

Regarding: **Issues Facing Female Athletes in Hamilton High Schools.**

1. Opportunity to play.

Often team sports played only by females, or with female participation, have a shorter season than those offered only to male athletes. For example, the female basketball teams only play each school once, while the male basketball teams play each school team twice. Female touch football and ice hockey are offered only as a one day tournament, while male athletes have a full league. Tennis, which has equal participation of female and male athletes, is only offered as a one day tournament in the fall and the summer. We believe that females should be offered the same opportunities as male athletes.

We therefore recommend that:

As a general rule, secondary schools offer league play to the ten most popular sports for females as identified by OFFSAA (See Appendix 1). In addition, touch football and ice hockey should be considered.

2. Importance of athletic experience for females in Elementary Schools

We believe that the experience of playing in teams in the middle school is very important for the later participation of females in sports at the secondary level. Most of those who play in the Westdale female teams have all come from one feeder school, where they were encouraged and there were opportunities for females. Female athletes are unlikely to try out for a team if they know that they have had little previous exposure to the sport, while other females have had much more. Often there are more opportunities for boys to participate in team sports in middle schools than there are for girls.

We therefore recommend that:

Elementary schools offer the same team sports to students of both sexes.

3. Coaches

We are sometimes told that the reason that there are not more opportunities for sports for females is that there are not sufficient coaches available. We believe that girls' physical education departments are themselves offering the training to girls to become coaches and referees, and we support this. This will increase in the future the numbers available to coach. Another source of coaches is the teaching staff itself.

We hope that the Board. when hiring new teachers, would use the opportunity to choose those who would be interested in coaching females.

We therefore recommend:

When hiring a new teacher, consideration be given to the candidate's training and willingness to participate in extra-curricula activities with students.

4. Encouragement of Females in Athletics.

Unfortunately male athletes often receive more public recognition in the high schools for their involvement in team sports than females. Females still have a hard time getting their athletics taken seriously. So it is important that the school administrators demonstrate encouragement and approval of female athletics. It is very difficult for females to develop a positive attitude towards sport and support female athletics. if the leadership in the schools does not.

We also note that there are male all-star teams, but no all-star teams for females. Isn't it time that there be at least one female all star team?

We therefore recommend:

The successes of females in athletics be as well celebrated in the schools as are those of male athletes.

Summary of Recommendations:

As a general rule, secondary schools offer league play to the ten most popular sports for females as identified by OFFSAA (See Appendix 1). In addition, touch football and ice hockey should be considered.

Elementary schools offer the same team sports to students of both sexes.

When hiring a new teacher consideration be given to the candidate's training and willingness to participate in extra-curricula activities with students.

The successes of females in athletics be as well celebrated in the schools as are those of male athletes.

Respectfully submitted by Catherine Siksay. Captain of the Senior Basketball team. on behalf of Westdale's female athletes. October 1993.

THE 10 MOST POPULAR HIGH SCHOOL SPORTS BY PARTICIPATION IN ONTARIO

FEMALE	MALE
1 VOLLEYBALL	1. FOOTBALL
2. BASKETBALL	2. BASKETBALL
3. SOCCER	3. SOCCER
4. TRACK AND FIELD	4. VOLLEYBALL
5. BADMINTON	5. TRACK AND FIELD
6. CROSS COUNTRY RUNNING	6. RUGBY
7. SOFTBALL	7. HOCKEY
8. SWIMMING	8. BADMINTON
9. FIELD HOCKEY	9. CROSS COUNTRY RUNNING
10 TENNIS	10. TENNIS

SOURCE - MARCH '93 ISSUE OF THE OFSAA BULLETIN

Date: 1994 02 03

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Issues Facing Female Athletics in Hamilton High Schools

Report: Information/Decision

Background:

In order to address the concerns of the female athletes of Westdale outlined in the report (Appendix II) it is important to gain a historical perspective on the issues facing female athletes in our system.

The names and functions of the following groups will be useful in reading the report.

Key terms: H.I.A.C. - Hamilton Interscholastic Athletic Council - the governing body for interschool sport in the Board of Education for the City of Hamilton

G.H.A.C. - Golden Horseshoe Athletic Conference - governing body for interscholastic sport in the Hamilton/Halton area - Hamilton Public, Hamilton Catholic and Halton comprise this body

O.F.S.A.A. - Ontario Federation of School Athletic Associations - the governing body for interscholastic sport in Ontario - comprised of 17 member associations of which G.H.A.C. is one

First there needs to be a recognition that difficulties do exist in female athletics, difficulties which include a lack of coaches (particularly female coaches), media reluctance to cover female events, small numbers of female athletes in schools and, in past years, restrictive attitudes among female athletes, coaches and administrators.

Through each of the 1992-93 and 1993-94 academic years, there were 116 coaches coaching 112 female teams. Of that number 60 (51.7%) were female coaches. By contrast, during that same time frame there were 123 male teams coached by 189 coaches of which 185 (97.8%) were male. What this translates into is not only fewer females coaching female teams, but fewer females available to act as role models for young female athletes. Without appropriate role models, the introduction, education, support and training of young female athletes into sport becomes even more difficult than it might normally be. It is this area, perhaps more than any other, where inequity in sports exists most.

While local media coverage of high school athletic events has reached new heights recently, particularly print media, there remains a primary focus on senior male athletic

events. The Athletic Office provides the local media with league schedules and results, notification of upcoming events and, wherever possible, special interest stories on student athletes in our system. Coverage has traditionally focused on high profile sports such as football, basketball and hockey.

It is a common observation among coaches of female teams and the female physical and health education staff that from among the entire female student body at any given school, there comes a core of athletes suitable for interscholastic teams. It is their position that the core of female athletes is smaller than the core of male athletes. Supporting this position is the statistical data O.F.S.A.A. collects annually which clearly shows the number of female participants in interscholastic sport is smaller than the number of male athletes[1]. As such, it has been the experience of those organizing female athletics that, in some sports, it is more advantageous to offer the sport in a shorter time frame in order to allow the identified core of athletes to experience a broad range of athletic opportunities. Furthermore, if that core of athletes is required to make a long term commitment to a sport when two or more sports are being offered at the same time, the student athlete will be forced to commit to only one sport (possibly two). The result would be fewer opportunities to experience different types of interscholastic competition and a reduction in the number of competitors and teams in other sport areas.

For years, female athletes, coaches and administrators accepted the lower profile female athletics were accorded. As a result, shorter schedules, smaller playoff facilities, reduced gym availability and inequitable funding affected the growth of female athletics. That approach has changed dramatically since the early 80's, however even as recent as 1988, there were suggestions that some leagues revert to a tournament format and, just this past season, one school suggested altering league format that would result in more practice time but less game time. Suggestions such as these only perpetuate the lower profile image female athletics has fought so hard to shed.

The H.I.A.C. is structured in such a way that input on how a sport is to be structured comes primarily from the coaches, the heads of physical and health education and the Athletics Office. The determination on how female sports are to be run comes from the female heads of physical and health education and the coaches group of each of the sport. The same approach is taken with male sports.

Issue:

To share with trustees the response from the Officials regarding the report submitted by Catherine Siksay on Issues Facing Female Athletes in Hamilton High Schools.

---

[1] Source: O.F.S.A.A. Participation Surveys, 1984-1993

Recommendation:

- That the response to the report on Issues Facing Female Athletes in Hamilton High Schools be received for information.

- That the response to the report on Issues Facing Female Athletes in Hamilton High Schools be forwarded to middle and secondary school principals for discussion and appropriate action.

Rationale: Appendices

I Response from the Officials

II Report submitted by Catherine Siksay regarding Issues Facing Female Athletes in Hamilton High Schools

Response to a submission on

ISSUES FACING FEMALE ATHLETES IN HAMILTON HIGH SCHOOLS

1. OPPORTUNITY TO PLAY

> *We therefore recommend that* "As a general rule, secondary schools offer league play to the ten most popular sports for females as identified by O.F.S.A.A. In addition, touch football and ice hockey should be considered."

• Currently, the H.I.A.C. does offer the 10 most popular sports identified by O.F.S.A.A. referred to in the report.[1] It is noteworthy that the identification of those 10 sports is determined by annual statistical surveys completed by member athletic associations (H.I.A.C. is part of the Golden Horseshoe Athletic Conference (G.H.A.C.), an O.F.S.A.A. member association). The H.I.A.C., as with O.F.S.A.A., determines what sports are to be offered based, in part, on interest from the student body of each school.

[1] O.F.S.A.A. Bulletin, March 1993

Top Ten Most Popular Girls' Sports*

Sport	League	Tournament
Volleyball	Yes	
Basketball	Yes	
Soccer	Yes	
Track and Field		Yes
Badminton		Yes
Cross Country Running		Yes
Softball		Yes
Swimming		Yes
Field Hockey	Yes	
Tennis		Yes

Additional H.I.A.C. Sports Offered

Sport	League	Tournament
Gymnastics		Yes
Nordic Skiing		Yes
Waterpolo	Yes	
Touch Football		Yes
Hockey		Yes

*as determined by O.F.S.A.A.

Top Ten Most Popular Boys' Sports*

Sport	League	Tournament
Football	Yes	
Basketball	Yes	
Soccer	Yes	
Volleyball	Yes	
Track and Field		Yes
Rugby	not offered	not offered
Hockey	Yes	
Badminton		Yes
Cross Country Running		Yes
Tennis		Yes

Additional H.I.A.C. Sports Offered

Sport	League	Tournament
Baseball	Yes	
Nordic Skiing		Yes
Waterpolo	Yes	
Touch Football	Yes	
Swimming		Yes

*as determined by O.F.S.A.A.

- Format of the sport (league vs. tournament), is based on three factors:

  - level of student interest
  - availability of facilities/officials
  - funding

These three factors are given equal consideration by those charged with organizing the sport - Coaches, Heads of Physical and Health Education and the Sports Convenor. Needless to say, all three components must be in place in order to first offer the sport, and to determine the format it will take. Should one or more of these three factors outweigh the others, the determination becomes straightforward. As an example, the girls touch football tournament occurs during the fall when field hockey and basketball are also offered. It is the feeling of those charged with organizing the sport - based on feedback from participating students over the years - that to expand the tournament to a full league would result in female athletes having to make a choice between sports. Even now, female athletes are often put in the position of having to attend the touch football tournament during the day only

to rush off to a volleyball or basketball game at the end of the day. Given the limited number of female athletes available in each school, it is the belief of both the participating students and those charged with organizing the sport that a full league would result in fewer teams (and students) participating, the potential of either defaulted games or teams dropping out mid-season, and reduced involvement in other traditional fall sports. Offering the sport at a different time of the year is given consideration on an ongoing basis. However, as the sport is limited to either the fall or spring and as spring already offers badminton, slo-pitch, track and field and soccer, there seems to be no viable alternative. It is for this reason that, year after year, the organizers of the sport wish to keep the sport in a tournament format. The same rationale applies to slo-pitch.

Ice hockey for girls presents these same limitations, but with additional considerations. While ice availability is currently a problem, it is a short term problem remedied through an equalization process with the boys' league. More important is the reality that most of the participants have difficulty in obtaining equipment (often borrowed from brothers or boyfriends). As well, coaches have found that a long term commitment to the sport (longer than a month) has resulted in waning student interest and the need for some teams to drop out. Girls' hockey has been tried in three formats since its inception: as a tournament over a 6 week period, as a league over a 5 to 6 week period and as a tournament starting and ending within a 4 week period. Coaches have overwhelmingly endorsed the third format, stating that the length of time is long enough to sustain enough interest and complete the schedule, while not being too long so as to create difficulties with the participants securing equipment and impinging on other student activities.

With respect to league sports, in the 1993-94 academic year, all male and female team sports are scheduled on a "once around" basis - that is once against each team in the league. Similarly, playoff formats are identical as is the level of funding directed to each sport.

2. IMPORTANCE OF ATHLETIC EXPERIENCE

> *We therefore recommended that* "Elementary schools offer the same teams sports to students of both sexes."

From the perspective of the H.I.A.C. Athletic Office, the middle schools in our system have always had the opportunity to participate in male and female team sports on an equitable basis. School participation in male or female sports is a school based decision. Often, the prime determining factor for a school choosing to participate in a sport has been the availability of coaching, which has traditionally come from the physical and health education staff in the school. Only in recent years has there been any significant coaching participation from other members of the teaching staff or the community at large. As a result, the male and female physical and health education teachers are often left to coach two or more teams at one time, often in two different sports. Compounding the problem is the recent restrictions on teacher release time. There have been schools through the 1992-93

school year and the first half of the 1993-94 school year that have had sufficient student interest in a sport, only to be unable to free the teacher-coach to attend the athletic event.

Middle School Sports Currently Offered

Sport	Boys	Junior	Senior	Girls	Junior	Senior
Basketball	X	X	X	X	X	X
Cross Country	X	X	X	X	X	X
Gymnastics				X	X	X
Indoor Track	X	X	X	X	X	X
Slo-Pitch	X	X	X	X	X	X
Swimming	X	X	X	X	X	X
Volleyball	X	X	X	X	X	X
Wrestling	X	X	X			
Track and Field	X	X	X	X	X	X

3. COACHES

We therefore recommend that "When hiring a new teacher, consideration be given to the candidates' training and willingness to participate in extra-curricular activities with students."

• We understand that introducing this component to the selection of new teachers has long been a desire of those currently involved in interscholastic sport at the middle school and secondary school level. Going one step further, there are many teachers in our system who have invested long hours with students and interscholastic teams, and in their opinion have found that time commitment to our students has prevented them from becoming involved in other professional undertakings that were perhaps deemed more important for purposes of promotion in our Board. The direct result has been the steady decline of the teacher-coach becoming involved to the detriment of the interscholastic program and our student body. In light of these conerns it will be necessary to review hiring and promotion practices.

4. ENCOURAGEMENT OF FEMALES IN ATHLETICS

We therefore recommend that "The success of females in athletics be as well celebrated in the schools as are those of male athletes."

• One of the functions of the Athletic Office is to promote the interscholastic events offered to our students throughout the academic year. This is accomplished by providing the local media with league and tournament schedules, weekly standings, advance notice of championship events, tips on special interest stories and access to coaches. As well, newsletters and general interscholastic information distributed throughout the school system recognize the accomplishments of our interscholastic teams.

The Athletic Office provides this information equitably, either on a school basis or to males and females alike. Determining how individual schools celebrate their athletic accomplishments is a joint responsibility of the school principal, student council, coaches, athletes and physical and health education department heads.

Summary of Local Secondary All-Star Games - Male

SPORT	ORGANIZER/SPONSOR	H.I.A.C. Organization	PURPOSE
Basketball	Hamilton All-Star Committee	No	charity
	H-W Separate Board	No	charity
Hockey	H.I.A.C. Athletics Office	Yes	charity

Summary of Local Secondary All-Star Games - Female

SPORT	ORGANIZER/SPONSOR	H.I.A.C. Organization	PURPOSE
Basketball	H-W Separate Board	No	charity

IN CONCLUSION

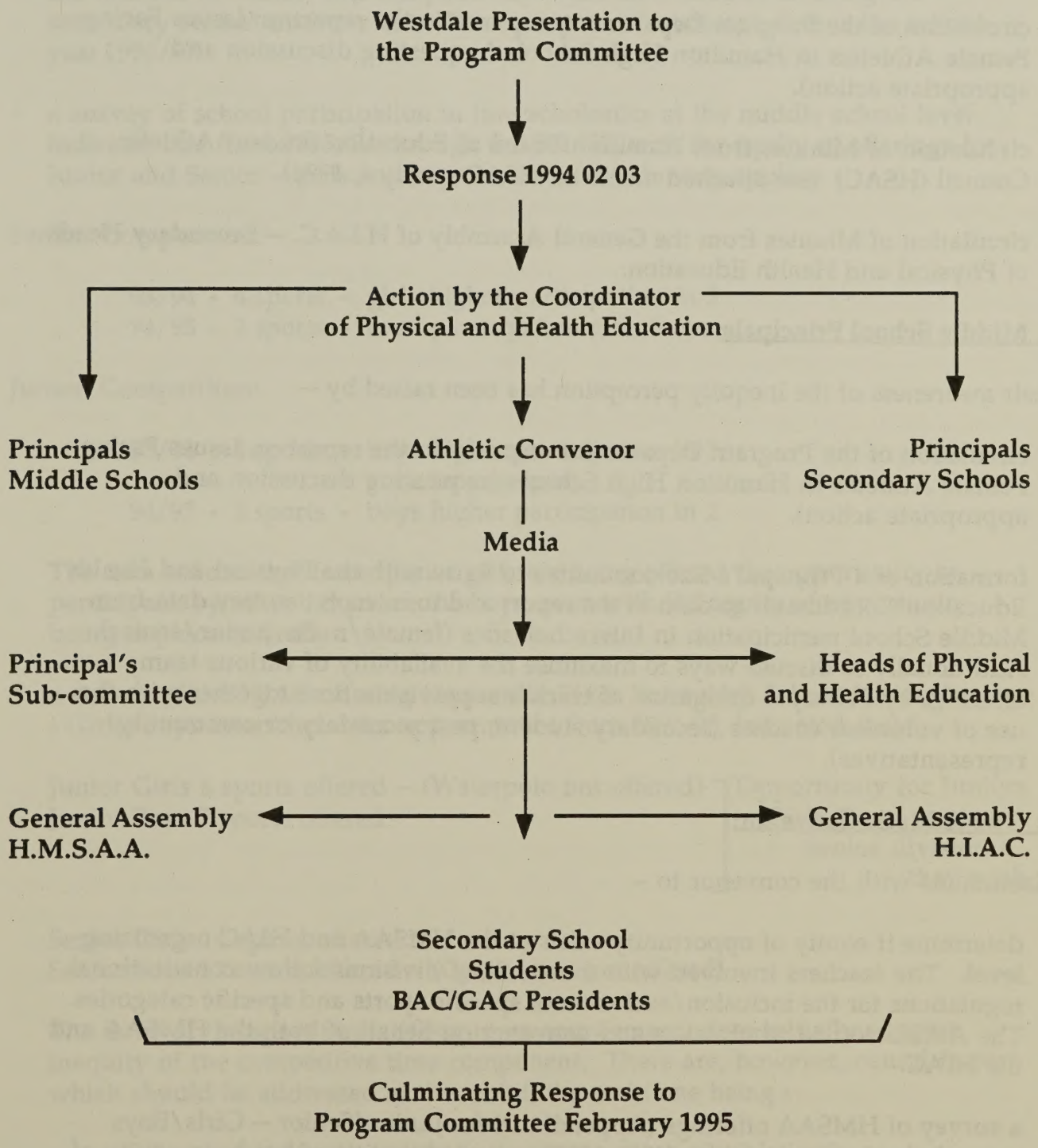
It has never been the practice of coaches, physical educators or those involved in the administration of athletics to limit the opportunity of female athletes - quite the contrary. Since 1984, the H.I.A.C. has added to its roster of female athletics soccer, slo-pitch, touch football and hockey. The introduction of these sports and the expansion of existing sports has come as a result of female leadership from the physical and health education departments and the coaches in our system. Many of our team sports have been restructured in such a way as to increase the length of the schedule or the number of games teams play. Similarly, every opportunity has been taken to present female and male championships equitably and in a manner befitting the event. Lastly, the funds directed to male and female sports, where the format of the sport is similar, is done on an equitable, dollar for dollar basis.

SCHOOL PARTICIPATION IN FEMALE SPORTS 1992-93

SPORT	SAM	WMT	HP	BTN	SHR	GLD	SWC	DLT	SP	JAM	WDL	VAN
Volleyball	√	√	√	√	√	√	√	√	√	√	√	√
Basketball	√	√	√	√	√	√	√	√	√	√	√	√
Soccer	√	√	√	√	√	√	√	√	√	√	√	√
Track & Field	√	√	√	√	√	√	√	√	√	√	√	√
Badminton	√	√	√	√	√	√	√	√	√	√	√	-
Cross-country	√	√	√	√	√	√	-	√	-	√	√	-
Slo Pitch	√	√	√	√	√	√	√	√	√	√	√	√
Swimming	√	√	√	√	-	-	√	-	√	-	√	√
Field Hockey	√	√	√	√	√	√	√	√	-	-	-	√
Tennis	√	√	√	√	√	√	√	√	√	√	√	√
Gymnastics	-	√	√	-	-	-	-	√	-	√	-	-
Nordic Skiing	√	-	√	√	-	-	-	√	-	-	-	-
Waterpolo	√	√	√	√	√	√	√	√	√	-	√	-
Touch Football	√	√	√	√	√	√	√	√	-	√	√	-
Hockey	√	√	√	√	-	√	√	√	-	√	√	√
15 Sports	14	14	15	14	11	12	12	14	9	11	12	9

APPENDIX C

COMMUNICATION ROUTES



A: Secondary School Principals:

Their awareness of the inequity perception has been raised by --

- circulation of the Program Department response to the report on Issues Facing Female Athletics in Hamilton High Schools (requesting discussion and appropriate action).

- circulation of Minutes from Hamilton Board of Education Student Athletic Council (HSAC) (see attached memo re: HSAC -- May 4, 1994).

- circulation of Minutes from the General Assembly of H.I.A.C. -- Secondary Heads of Physical and Health Education.

B: Middle School Principals:

Their awareness of the inequity perception has been raised by --

- circulation of the Program Department response to the report on Issues Facing Female Athletes in Hamilton High Schools (requesting discussion and appropriate action).

- formation of a Principal's Sub-committee to liaise with the Physical and Health Education Coordinator to discuss the report and to interpret survey data from Middle School participation in Interscholastics (female/male--junior/senior). Additionally to discuss ways to maximise the availability of various team offerings by Principal delegation of teacher supervision time together with the use of volunteer coaches (secondary student, post secondary or community representatives).

C: The Athletic Convenor:

Discussions with the convenor to --

- determine if equity of opportunity exists at the HMSAA and HIAC organizing level. The teachers involved with these school divisions follow constitutional regulations for the inclusion/exclusion of specific sports and specific categories. The Athletic office administers and convenes on behalf of both the HMSAA and the HIAC.

- a survey of HMSAA offerings (Appendix D) for Junior/Senior -- Girls/Boys interscholastic opportunities (1991-1995) indicated that there has been equity of opportunity for girls and boys at the senior level of competition, but not so at the junior level. In fact, until the school year 1993/94 only the boys had discreet junior categories for interscholastics and so the junior girls had to play with their senior counterparts or they had to participate in what was called a recreational

league. The impact being that fewer middle school girls participated competitively and, furthermore, this competitive opportunity was indeed shorter than that which was available for the boys. This in turn, would reflect on the number of skilled and competitively -- inclined females entering the secondary school environment. The anticipated "catch-up" date is the school year 1996/97.

- a survey of school participation in interscholastics at the middle school level indicates that from 1993/94 through to 1994/95, with the equity of offerings for Junior and Senior -- girls and boys events, the following applies:

Senior Competition:

93/94 - 4 sports - girls higher participation in 3
94/95 - 2 sports - even participation girls/boys

Junior Competition:

93/94 - 4 sports - boys higher participation in 3
- even in one sport
94/95 - 2 sports - boys higher participation in 2

The data reflects that fewer junior girls are being offered the opportunity to participate, by school, than are the boys; even with the equity of opportunity being in place centrally.

- a survey of the HIAC offering (Appendix E) for Secondary School Junior/Senior -- Girls/Boys Interscholastics opportunities from 1991-95, indicated that--

Junior Girls 6 sports offered -- (Waterpolo not offered)
Junior Boys 7 sports offered

] Opportunity for Juniors (Girls/Boys) to play in Senior division if they wish

Senior Girls 14 sports offered
Senior Boys 13 sports offered -- (Gymnastics not offered)

The issue of the sport format (league vs. tournament) does initially suggest inequity of the competitive time component. There are, however, causal factors which should be addressed at this point, the main one being --

-- level of students interest (a smaller nucleus of athletically-inclined females entering grade 9 affects the possibility of fielding several teams for overlapping league play).

- What should be appreciated here is that there has been an honest attempt to provide the girls with the opportunity to participate in the same number of sports as the boys, but, since the number of girls is smaller than the corresponding number of boys, the sports format reflects an inequity of involvement. When the data is initially interpreted, the efforts made to address the inequity are not apparent.

D: Media:

The Athletic Convenor has ensured that the media are aware of the inequity perception and increased coverage of female athletes of the week, together with more coverage of female athletic events has had a very positive effect.

E: Heads of Physical and Health Education

Distribution of the response to Westdale's report generated discussion around the perceived inequity status of female athletics, however, it is felt that, given the number of girls who try out for interscholastics the actual sports offerings are more than equitable with the boys, despite the variation in league or tournament status. Realization that this perception of inequity actually exists, the Female Heads committed themselves to --

- attempting to provide more equity wherever possible

- providing all-star game opportunities for the girls similar to that organized for the boys. In fact, Westdale hosted the first ever All-Star Basketball event for girls, both Junior and Senior Division in November 1994, Catherine Siksay was specifically invited to the event.

F: Middle School Principal's Sub-committee

In addition to the comments in section B: Middle School Principals, this sub-committee felt that --

- there is a need to educate more Principals of Middle Schools that physical education classes should not be co-educational. Girls of this age need a more secure, non-threatening environment in which to acquire the various knowledge, skills and attitudes which are offered through physical education and health. This is in accordance with the Ministry mandate for single gender classes; furthermore, it should be noted that grade 9 physical and health education is not co-educational in nature.

G: General Assembly -- Hamilton Middle School Athletic Association

The middle school physical education teachers have been made aware of the perceived inequity for female athletics at the secondary level and know that what happens at the middle school level could impact on this situation. They have been encouraged to be proactive in attempting to ensure that girls of the middle school age are offered equal opportunity to participate and to excel.

- Their main concerns are related to staffing cut-backs where, in some schools, there is now only one physical education teacher for girls and boys. In most cases this teacher is expected to totally organize the interscholastic program.

- Time-tabling -- OSIS mandated a bare minimum of 80 hours for grade 7 and 8 and 110 hours for grade 9. The common curriculum mandates daily physical education. Data collected for transition years research indicates that 74 hours is the average allotted to Physical Education in Grade 7 and 8 across the system. It is deemed imperative therefore, that:

  principals recognize the importance of Physical Education and Health and that it is time-tabled to a maximum, not a minimum.

  serious consideration is given to single sex classes.

- In order to provide a greater opportunity for more students (girls and boys) to participate and develop competitive skills, Principals should delegate teacher supervision of co-curricular activities and that secondary school student athletes and community representatives should be encouraged to help out with teaching and coaching wherever appropriate.

H: Secondary School Students

In order to determine how the general student body felt about issues pertaining to interscholastics, and physical and health education, a system-wide student council was struck in May 1994. This council, the Hamilton Board of Education Student Athletic Council (HSAC) is comprised of all the female and male presidents of the various Secondary School Athletic Councils, (Appendix F) and meets on a monthly basis.

There was a feeling that inequity of recognition existed for female athletics, but it was also appreciated that the students have the opportunity to correct this at their own school level by sharing their views, and aspirations, with Heads of Physical and Health Education and their Principal and by increasing awareness for female athletics amongst their own student population.

This council is perceived to be a very important link in the cycle of communications between the Physical Education Coordinator, Heads of Department, Principals, Teachers, Students and Parent Associations.

To date they have --

- attempted to raise school spirit
- attempted to raise awareness and support for all interscholastics
- expressed a need for a more comprehensive intramurals program that allows non-elite athletes to participate frequently
- struck a committee to develop a Sports Hall of Fame for the Hamilton Board of Education
- personally approached teaching staff to act as either teacher supervisors for intramurals or coaches for specific sports
- made a commitment to supporting a Coaches Appreciation Night in 1995.

Summary:

During the period since the original Westdale report to the Program Committee, the following has been done --

- Awareness of the perceived inequity has been raised amongst the stake-holders
- Survey data have been interpreted
- Media sensitivity to the inequity issue of coverage has been increased
- Input has been obtained from the stake-holders as to possible solutions for correcting the perceived inequity
- A forum for student input and information sharing has been provided (The Hamilton Board of Education Student Athletic Council).

Recommended Follow-up:

It is felt that the prime focus should be directed toward broadening the experiential base for intramurals and interscholastics at the Middle School level. The responsibility for these should be co-owned by teachers, students and volunteers alike; not given entirely to the physical education teachers. It is recommended therefore that Middle School Principals --

- provide a broader base of intramural participation for all students; single gender participation where appropriate
- recognize the need to broaden the support for the physical education teachers who are presently given the sole responsibility for administering the interscholastic program, in addition to copious coaching undertakings
- time-table single gender physical education programs which may, perhaps, become co-educational for certain, appropriate activities.

Secondly, it is felt that the secondary school Principals should ensure that each school provide a broad-based, single gender, intramural program to complement and feed the existing interscholastic options. Consideration should be given to restrict the number of elite athletes who participate in these intramurals; their role could be as student leaders/coaches.

	CROSS COUNTRY	SWIMMING	TRACK & FIELD	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	WREST-LING
SENIOR														
01	√√		√√	√	√	√			√	√		√	√	
02	√	√	√	√	√			√		√		√	√	√
03		√	√		√					√	√	√		
04	√	√	√	√					√	√	√	√		√
05			√	√	√			√	√	√	√	√	√	
06	√	√	√		√	√		√	√	√	√	√	√	√
07	√	√	√	√	√	√			√	√	√	√	√	√
08	√	√	√	√	√			√	√	√		√	√	√
09	√	√	√	√	√	√		√	√	√	√	√	√	
10	√	√	√	√	√	√		√	√	√		√	√	√
11	√	√	√	√	√			√	√	√	√	√	√	
12														
13	√		√	√	√			√	√	√		√	√	
14	√							√	√	√			√	
15	√		√	√		√		√	√	√	√	√	√	
16	√	√	√	√	√			√	√	√				
17	√	√	√	√	√			√	√	√	√	√	√	
18	√	√	√		√			√	√	√		√	√	√
19	√		√	√	√	√		√	√	√		√	√	
20		√	√	√		√		√		√	√	√	√	√
21	√	√	√					√	√	√	√	√	√	
22	√	√	√	√	√			√	√	√		√	√	√
23	√	√	√	√	√	√		√		√		√	√	
24	√	√	√	√	√			√	√	√	√	√	√	√
25	√	√	√	√				√						
Participation	21	18	23	19	18	9		19	20	24	12	22	21	10

	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	
JUNIOR											
01		√				√		√		√	
02		√						√		√	
03		√						√		√	
04		√						√		√	
05						√				√	
06											
07		√				√				√	
08		√						√		√	
09		√				√		√		√	
10		√				√		√		√	
11		√				√		√		√	
12											
13		√				√		√		√	
14						√					
15		√				√		√		√	
16		√				√				√	
17		√				√				√	
18		√				√		√		√	
19						√				√	
20		√						√		√	
21						√				√	
22		√				√		√		√	
23		√								√	
24		√				√		√		√	
25		√				√		√		√	
Participation		19				17		15		22	

	CROSS COUNTRY	SWIMMING	TRACK & FIELD	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	WREST-LING
SENIOR	O/F	O/F	O/F	O/F	O/F	O/F	N	O/F	O/F	O/F	O/F	O/F	O/F	O/F
01	√	√	√	√	√			√	√	√	√	√	√	A
02	√	√	√	√	√				√	R	√	R	√	√
03	√		√	√	√	√		√		√	√	√	√	
04	√	√	√	√	√				√	R	√	R	√	√
05			√					√	√	√		√	√	
06	√	√	√		√	√		√		√	√	√	√	√
07	√	√	√	√	√			√	√	√		√	√	√
08	√	√	√	√	√			√	√	√		√	√	
09	√	√	√	√		√		√		√	√	√	√	
10	√	√	√	√	√	√		√	√	√	√	√	√	
11	√	√	√		√			√	√	√	√	√	√	
12	√		√		√			√	√	R		R		
13	√	√	√	√	√	√		√	√	√		√	√	√
14	√		√					√		R		R		
15	√		√	√	√	√			√	√	√	√	√	
16	√	√	√	√	√			√	√	R	√	R	√	
17	√	√	√	√	√			√		√	√	√	√	
18	√	√	√			√		√	√	R		R		
19	√		√		√	√		√	√	√	√	√	√	
20	√		√		√	√		√	√	√	√	√	√	√
21	√	√	√					√		√		√	√	
22	√	√	√	√	√	√		√	√	√	√	√	√	√
23	√		√	√	√			√		√		√	√	
24	√	√	√	√				√	√	√	√	√	√	
25	√	√	√	√	√			√	√	√	√	√	√	√
Participation	24	27	25	16	19	10		23	18	19	16	19	22	8

O/F – Offered and Funded

N - Not Offered

NF - Not Funded

	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	
JUNIOR	N	O/F	N	N	N	O/F	N	O/F	N	O/F	
01		√				√		√		√	
02		√						√		√	
03		√								√	
04		√				√		√		√	
05						√				√	
06						√					
07						√		√		√	
08		√				√				√	
09		√				√		√		√	
10						√		√		√	
11						√		√		√	
12		√				√		√		√	
13		√				√		√		√	
14								√			
15		√				√		√		√	
16		√								√	
17		√				√				√	
18						√					
19		√				√		√		√	
20		√				√				√	
21		√				√				√	
22		√				√		√		√	
23		√						√		√	
24		√				√		√		√	
25		√				√		√		√	
Participation		18				20		16		22	

O/F – Offered and Funded

N - Not Offered

NF - Not Funded

	CROSS COUNTRY	SWIMMING	TRACK & FIELD	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	WREST-LING
SENIOR	O/F	O/F	O/F	O/F	O/F	NF	NF	O/F	O/F	O/F	O/F	O/F	O/F	NF
01	√		√	√	√			√		√	√	√	√	
02	√	√	√							√	√	√	√	√
03	√	√	√	√	√			√	√	√	√	√		
04	√	√	√	√	√			√	√	√	√		√	
05	√	√	√	√	√					√	√	√	√	
06	√	√	√		√			√	√	√		√	√	
07	√	√	√		√			√	√	√	√	√	√	
08	√	√	√		√			√	√			√	√	
09	√	√	√	√	√			√	√	√	√	√	√	√
10	√	√	√	√	√			√	√	√	√	√	√	
11	√	√	√		√			√	√		√	√	√	
12	√	√	√	√	√			√	√	√	√	√	√	
13	√		√	√	√			√	√	√		√	√	
14			√							√				
15	√		√	√	√			√	√	√	√	√	√	
16	√	√	√	√	√			√	√	√	√	√	√	
17	√	√	√	√	√			√		√		√	√	
18	√	√	√					√	√	√	√	√		
19	√		√	√				√	√	√	√	√	√	√
20	√		√	√	√			√	√	√	√	√	√	
21	√	√	√					√	√			√	√	
22	√	√	√	√	√			√	√	√	√	√	√	
23	√	√	√	√	√			√	√	√	√	√	√	
24	√	√	√		√			√	√	√	√	√	√	
25	√	√	√	√	√					√	√	√	√	√
Participation	24	19	25	16	20			21	19	22	19	23	22	4

O/F – Offered and Funded

N - Not Offered

NF - Not Funded

	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	
JUNIOR	O/F	O/F	NF	NF	O/F	O/F	O/F	O/F	O/F	O/F	
01	√	√					√	√	√	√	
02	√						√	√		√	
03	√	√							√	√	
04	√	√					√	√	√	√	
05								√	√	√	
06	√	√				√	√		√	√	
07	√					√	√			√	
08		√				√				√	
09	√	√			√	√		√	√	√	
10	√	√			√	√	√	√	√	√	
11		√				√	√	√		√	
12	√	√			√	√	√	√	√	√	
13	√				√	√				√	
14								√			
15	√	√				√	√	√	√	√	
16							√	√		√	
17					√	√	√	√		√	
18						√		√	√		
19					√	√		√	√	√	
20	√	√			√	√			√	√	
21		√				√		√		√	
22	√	√			√	√		√	√	√	
23	√	√			√	√	√	√	√	√	
24	√	√				√		√			
25	√	√					√	√	√	√	
Participation	16	16			9	17	13	19	15	22	

O/F – Offered and

N - Not Offered

NF - Not Funded

	CROSS COUNTRY	SWIMMING	TRACK & FIELD	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	WREST-LING
SENIOR	O/F	O/F	O/F	O/F	O/F	N/F	N/F	O/F	O/F	N	N	O/F	O/F	NF
01	√			√	√								√	
02	√			√	√								√	
03	√			√	√							√	√	
04	√			√	√									
05	√			√										
06	√			√	√							√	√	
07	√			√	√							√	√	
08	√											√	√	
09	√			√	√							√	√	
10	√			√								√	√	
11	√			√	√							√	√	
12	√			√								√	√	
13	√			√	√									
14												√	√	
15				√	√								√	
16	√			√	√								√	
17	√				√									
18	√			√	√									
19	√				√							√		
20	√			√	√							√	√	
21	√			√	√							√	√	
22	√			√	√								√	
23	√			√	√							√	√	
24	√			√	√							√	√	
25	√			√	√							15	19	
Participation	23			21	20									

O/F – Offered and Funded

N - Not Offered

NF - Not Funded

	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	
JUNIOR	O/F	O/F	N/F	N/F	O/F	O/F	N	N	O/F	O/F	
01	√	√								√	
02		√								√	
03	√	√							√	√	
04	√	√							√	√	
05		√								√	
06	√	√							√	√	
07		√							√	√	
08	√	√								√	
09	√	√							√	√	
10									√	√	
11		√							√	√	
12	√	√							√	√	
13	√								√	√	
14											
15		√								√	
16											
17	√								√	√	
18										√	
19		√								√	
20	√	√							√	√	
21										√	
22		√							√	√	
23	√	√								√	
24	√	√							√		
25	√	√							√	√	
Participation	13	18							14	22	

O/F – Offered and Funded

N - Not Offered

NF - Not Funded

SCHOOL PARTICIPATION IN HIAC INTERSCHOLASTICS 1991-92 -- APPENDIX E

SENIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Soccer	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Track & Field	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Badminton	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Cross-Country	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Slo Pitch	F	F	F	F	F	F	F	F	F	F	F	F
Swimming	F M	F M	F M	F M	F M		F M		F M	F M	F M	F M
Football	M	M	M	M	M	M	M	M	M	M	M	
Field Hockey	F	F	F	F	F	F	F	F	F			
Tennis	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Gymnastics		F	F					F		F		
Nordic Skiing	F M		F M	F M				F M				
Waterpolo	F M	F M	F M	F M	F M	F M	F M	M	F M		F M	
Touch Football	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Hockey	F M	F M	F M	F M	F M	F M	F M	F M		F M	F M	F M
FEMALE -- 15	14	14	15	14	13	12	13	13	12	12	12	7
MALE -- 13	13	12	13	13	12	11	12	12	11	11	12	6

JUNIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	M
Waterpolo	M	M	M	M	M	M	M		M		M	
Track & Field	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Badminton	F M	F M	F M	F M	F M	F M	F M	F M		F M	F M	
Cross-Country	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Nordic Skiing	F M		F M	F M				F M				
FEMALE -- 6	6	5	6	6	5	5	5	6	4	5	5	2
MALE -- 7	7	6	7	7	6	6	6	6	5	5	6	3

SCHOOL PARTICIPATION IN HIAC INTERSCHOLASTICS 1992-93 -- APPENDIX E

SENIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	M	F M	F M	F M	F M	M
Soccer	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Track & Field	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Badminton	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Cross-Country	F M	F M		F M	F M	F M		F M		F M	F M	
Slo Pitch	F	F	F	F	F	F	F	F	F	F	F	F
Baseball	M	M	M	M	M	M	M	M	M	M	M	
Swimming	F M	F M	F M	F M			F M		F M		F M	F M
Football	M	M	M	M	M	M	M	M	M	M	M	
Field Hockey	F	F	F	F	F	F	F	F				
Tennis	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Gymnastics		F	F					F		F		
Nordic Skiing	F M		F M	F M							F M	
Waterpolo	F M	F M	F M	F M	F M	F M	F M	F M	F M		F M	
Touch Football	F M	F M	F M	F M	F M	F M	F M	F M	M	F M	F M	
Hockey	M	M	F M	F M	M	F M	F M	F M	M	F M	M	F
FEMALE -- 15	13	13	14	14	11	12	11	13	9	11	12	7
MALE -- 14	14	13	13	14	12	12	12	12	12	11	14	6

JUNIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Waterpolo	M	M		M	M	M	M		M		M	
Track & Field	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Badminton	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Cross-Country	F M	F M		F M	F M	F M	F M	F M	F M	F M	F M	
Nordic Skiing	F M		F M	F M							F M	
FEMALE -- 6	6	5	5	6	5	5	5	5	5	5	6	2
MALE -- 7	7	6	5	7	6	6	6	5	6	5	7	2

SCHOOL PARTICIPATION IN HIAC INTERSCHOLASTICS 1993-94 -- APPENDIX E

SENIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	M
Soccer	F M	F M	F M	F M	F M	F M	F M	F	F M	F M	F M	F M
Track & Field	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Badminton	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Cross-Country	F M	F M		F M	F M	F M				F M	F M	
Slo Pitch	F	F	F	F	F	F	F	F	F	F	F	F
Baseball	M	M	M	M	M	M	M	M	M	M	M	
Swimming	F M	F M	F M	F M			F M		F M		F M	F M
Football	M	M	M	M	M	M	M	M	M	M	M	
Field Hockey	F	F	F	F	F	F	F	F			F	
Tennis	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Gymnastics		F	F					F		F		
Nordic Skiing	F M		F M	F M							F M	
Waterpolo	F M	F M	F M	F M	F M	F M	F M	F M	F M		F M	
Touch Football	F M	F M	F M	F M	F M	F M	F M	F M	M	F M	F M	
Hockey	F M	F M	F M	F M	M	F M	F M	F M	M	F M	F M	F
FEMALE -- 15	14	14	14	14	11	12	12	12	9	11	14	7
MALE -- 14	14	13	12	14	12	12	12	10	12	11	14	6

JUNIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Waterpolo	M	M		M	M		M	M	M		M	
Track & Field	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Badminton	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	
Cross-Country	F M	F M		F M	F M	F M				F M	F M	
Nordic Skiing	F M		F M	F M							F M	
FEMALE -- 6	6	5	5	6	5	5	4	4	4	5	6	3
MALE -- 7	7	6	5	7	6	5	5	5	5	5	7	3

SCHOOL PARTICIPATION IN HIAC INTERSCHOLASTICS 1994-95 -- APPENDIX E

SENIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Soccer												
Track & Field												
Badminton												
Cross-Country	F M	F M		F M	F M	F M		F M		F M	F M	F M
Slo Pitch	F	F	F	F	F	F	F	F	F	F	F	F
Baseball												
Football	M	M	M	M	M	M	M	M	M	M	M	
Field Hockey	F	F	F	F	F	F	F	F	F		F	
Tennis	F M		F M	F M	F M	F M	F M			F M	F M	F M
Gymnastics												
Nordic Skiing												
Waterpolo	F M	F M	F M	F M	F M	F M	F M	F M	F M		F M	
Touch Football	F	F	F	F	F	F	F	F		F	F	
Hockey	M	M	M	M	M	M	M	M	M		M	
FEMALE -- 14	8	7	7	8	8	8	7	7	5	6	8	5
MALE -- 13	7	6	5	7	7	7	6	6	5	5	7	4

JUNIOR

SPORT	1	2	3	4	5	6	7	8	9	10	11	12
Volleyball	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M	F M
Basketball	F M	F M	F M	F M	F M	F M	F M	F	F M	F M	F M	F
Waterpolo	M	M		M	M		M		M		M	
Track & Field												
Badminton												
Cross-Country	F M	F M		F M	F M	F M		F M		F M	F M	F M
Nordic Skiing												
FEMALE -- 6	3	3	2	3	3	3	2	3	2	3	3	3
MALE -- 7	4	4	2	4	4	3	3	2	3	3	4	2

APPENDIX F

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2536

100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2536

May 4, 1994

To: All Secondary Principals
Heads, Physical and Health Education

Re: Hamilton Board of Education Student Athletic Council (HSAC)

As a result of meeting with the GAC/BAC Presidents/Representatives on February 21st, 1994 and discussion with the Secondary Heads of Physical and Health Education I have created a system-wide student council (HSAC). The Founding Members are as follows:

Co-presidents: Amie Smith (Hill Park)
Toma Grady (Westdale)

Co-Vice-presidents: Abby Sayer (Westdale)
Rob Esselment (Westmount)

Secretary: Kellie Nelson (Sherwood)

School representatives:

Tarrah Brellisford, Rob Blundson	Barton
Amanda Walling, Drew MacNab	Delta
André Villeneuve, Sacha Kargl, Steven Crepeault	Georges P. Vanier
Karen Rusnak, Sue Nall	Glendale
Robin Persaud	Hill Park
Corey Plater	Scott Park
Alex Gagic, Meagan Wilson, Don Robbins	Sherwood
Kim McWhinnie, Sobini Ganagarajah, Adam Hayashi	Sir Allan MacNab
Kelly Dion, Salvador Romas	Sir J.A. Macdonald
Trinity Smith, Tim Barnes	Sir Winston Churchill
Megan Whittle	Westdale
Shellie Boudreau	Westmount

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

The purpose of this council is to:

- act as a liaison between the student population and
  -- the Coordinator of Physical and Health Education
  -- the Secondary Heads of Physical and Health Education
- act as a promotional body for intra and inter school athletic events
- act as a vehicle for discussing school based issues in Physical and Health Education and co-curricular activities
- act as a facilitator for outreach programs with the feeder elementary schools

Sincerely,

Stella Gibson

Stella Gibson
Coordinator, Physical and Health Education

cc. Mr. D. Goodridge, Director of Education
Ms. B. Bond, Superintendent of Program
Dr. F. Cooke, Assistant Superintendent of Program
Mr. B. Allen, Chairman of the Board
Ms. N. Nicholls, Superintendent of Schools
Ms. M. Quinn, Superintendent of Schools
Student Council Members (HSAC)

Date: 1995 02 02

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: **Report on Results for The Provincial Grade 9 Reading and Writing Test, 1993-4**

Background

Provincial testing programs are designed to provide accountability at the school, board and provincial levels. They are based on Ministry of Education curriculum guidelines, and are a means of gathering information about program implementation and student achievement. The main purposes of provincial tests are:

- to determine the effectiveness of programs, and to determine the levels of student performance judged against provincial standards;
- to provide educators with information that may be used to make decisions for modifying and improving programs, and for improving levels of student performance;
- to establish baseline data on program effectiveness and student performance, against which information generated by future tests can be compared, in order to determine progress;
- to provide test instruments and procedures that can be used by school boards and schools.

The first *Provincial Grade 9 Reading and Writing Test* was conducted in the 1993-1994 school year. All students registered in grade 9 English programs across the province were tested. In effect, *The Test* was assessing the performance levels of grade 8 graduates, in that it was administered at the beginning of grade 9 English courses each semester.

Issue: Information

- to communicate *The Provincial Grade 9 Reading and Writing Test* results for Hamilton schools in 1993-4 to trustees in accordance with Board policy and procedures.

Recommendation:

- that *The Report on Results for the Provincial Grade 9 Reading and Writing Test, 1993-4* , be received for information

Rationale:

In accordance with Board policy for reporting test results, each school has analyzed its results, and has submitted a report outlining the school context for the test, the school results and the school action plan. **Appendices:**

A. Considerations in Interpreting *The Test* Results
B. System Results and Action Plan
C. Results and Action Plans by School
D. Summary of the Testing Process

Appendix A: Some Considerations in Interpreting *The Grade 9 Reading and Writing Test* Results for 1993-4.

The Grade 9 Reading and Writing Test is a standards-referenced performance test and not a standardized test. Standardized tests provide "norms" that are used to rank scores of individual students against scores achieved by other students. In contrast, *The Grade 9 Test* measures the level of the individual student's performance against draft provincial standards for reading and writing. It is important to note that the 1993-4 *Test* was developed independently of, and prior to, the relsease of either *The Common Curriculum* or *Provincial Language Standards* draft documents.

Because of lack of explicit directions by the Ministry, there was likely a wide variety in how *The Test* was administered in 1993-4, including how some students were exempted and how individual results might be appealed by teachers, students or parents. A degree of flexibility in adminstration is one key quality of performance tests which differentiates them from standardized tests.

A simplistic reporting and ranking of school results cannot take into account the diversity in Ontario's student body, or the demographics of each school/board. Results, therefore, should be interpreted in the context of the school and student population, as has been done in this report.

The Test does indicate that the vast majority of Grade 9 students (grade 8 graduates) in Ontario were reading and writing at an *Adequate* or better level in 1993-4. However, it was not designed to, and does not evaluate, English programs, teachers, departments, schools, nor the quality of education in a board or in the province. Nevertheless, the performance level of students can be used as **one** indicator of program effectiveness in grades 1-8.

The Test itself was developed as a grade 9 curriculum unit, to be administered at different times, using a variety of approaches. Teachers administering the test took at least between 3 and 8 weeks of class time. Students were required to read passages, answer questions on them, and prepare a writing portfolio. The reading responses and two pieces of writing in the portfolio were **not** to count towards a course mark or promotion at the school level. Results were reported on 6-level scales for both reading and writing.

Measurement specialists caution against certain hazards that an effective testing program should avoid:

- ***The hazard of the single score:*** *using a single number to represent performance on a particular test instead of using a range.* The nature of the 6-level assessment scales obviates this as a concern on this test.
- ***The hazard of the single time period:*** *using an old score to represent current status instead of retesting periodically.* The 1993-4 test results will provide baseline data for the 1994-5 test results.
- ***The hazard of the single indicator:*** *relying on scores from a single test without corroborative data from other sources.* See above.
- ***The hazard of assessing "how well" (performance) without taking into account "why" (context).*** The reporting procedure according to Board policy takes this factor into consideration.
- ***The hazard of basing interpretations on small test samples.*** All but alter-ed school results reflect adequate-size samples in Hamilton.

Appendix B: System Results and Action Plan

In Hamilton, 66 teachers and 2370 grade 9 students participated in the 1993-94 ***Provincial Grade 9 Reading and Writing Test***. Of these students, 48% were male and 52% female. 85% of our students had neven been involved in an ESL program; 11% had, but no longer were; and 4% were currently involved in an ESL program. 88% of the students indicated that English was spoken as the first language at home, while 12% indicated that a language other than English was spoken at home as the first language.

As **diagram 1** indicates, the Hamilton reading and writing results parallel the provincial results, but do reflect a larger percentage of our students performing at the lower performance levels. 50% of our grade 9 students were assessed as ***Adequate*** readers, while 33% were assessed ***Competent***, and 14% were assessed below standard. Almost half of our grade 9 students were assessed as ***Adequate*** writers, while 12% were assessed below standard on this test. There is a significant concentration of students at **Level 3** (***Adequate***) both in Hamilton and provincially in reading and writing performance on this test.

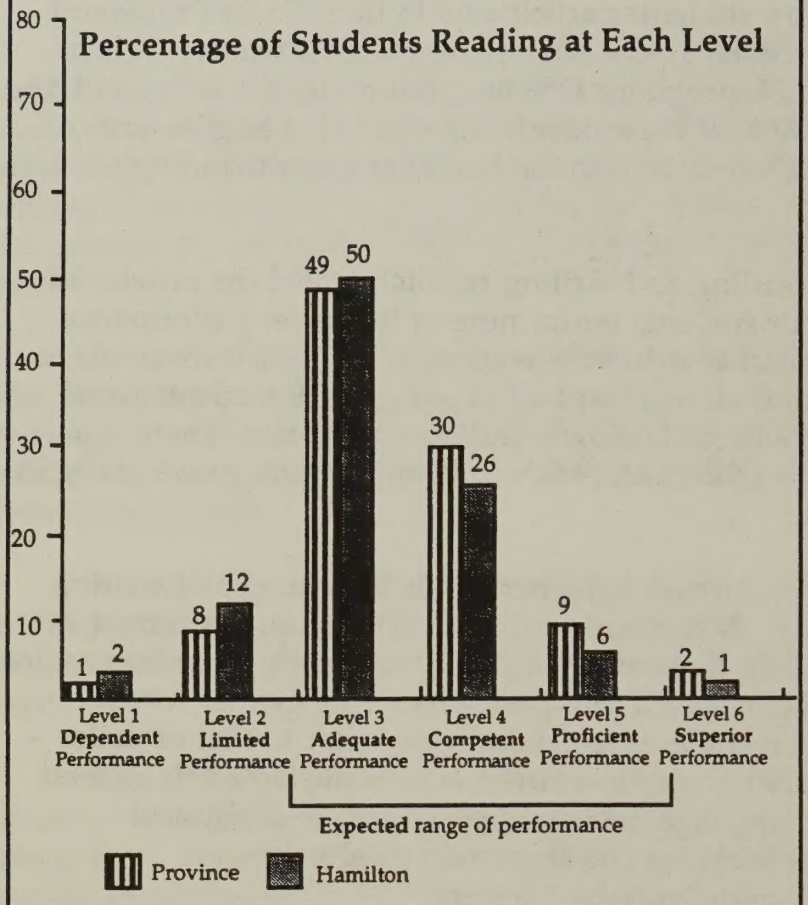
As **diagrams 2 a & b** indicate, females performed at higher levels in reading and writing than males, both in Hamilton and provincially. Males and females in Hamilton performed at slightly lower levels in reading and writing than those provincially, particularly Hamilton males in reading. The male-female differences reflect research into performance by gender which shows that the language performance of female students is generally superior to that of males – even before schooling begins. Much of this discrepancy in performance is attributed to societal attitudes and values, which tend to promote language development in girls and physical development in boys. Research also indicates that often these stereotypical values are unconsciously transferred to classroom program delivery by teachers.

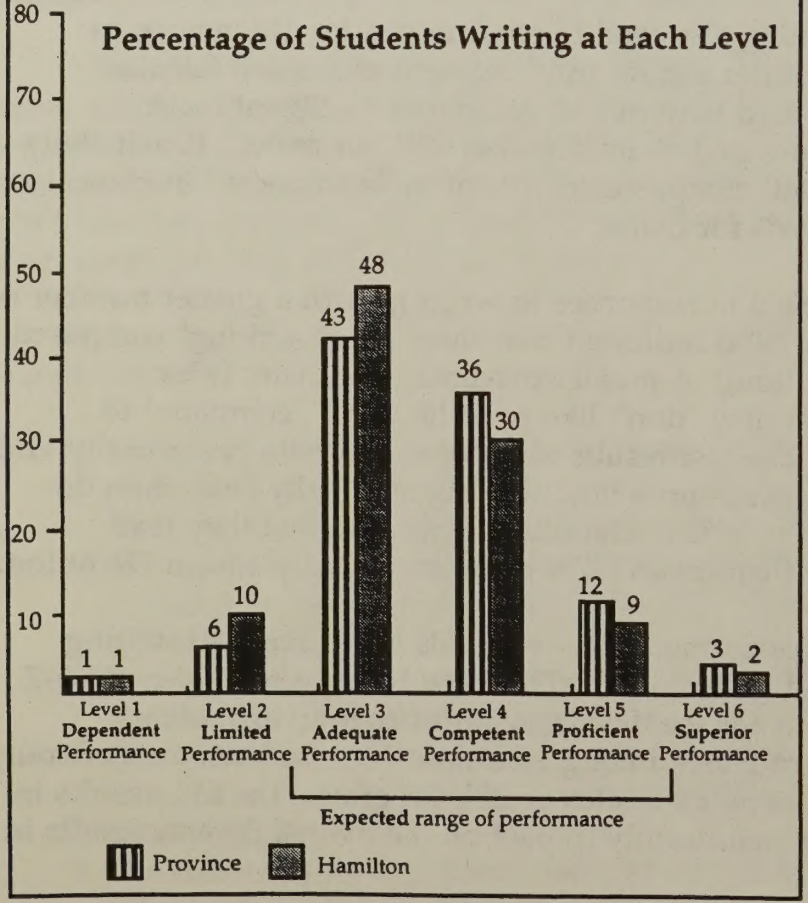
The attitudes towards reading and writing also tend to confirm gender differences, as **diagram 2(c)** indicates. Attitudes to reading differ significantly between males and females: provincially 41% of female students "like to read very much" compared to 20% of male respondents. In Hamilton the same response was 38% for females, 20% for males. Provincially 4% of female students "don't like to read at all" compared to 10% of male students. In Hamilton the same response was 6% for females, and 14% for males.

Similar gender differences were indicated in responses to writing, with a greater number of females (26% provincially, 25% in Hamilton) who indicated that they "enjoy writing" compared to males (12% both provincially and in Hamilton). A greater percentage of males (9% provincially, 12% in Hamilton) indicated that they "don't like to write at all", compared to females (2% provincially, 4% in Hamilton). The test results also show that both provincially and in Hamilton a higher percentage of females spend more time reading on a daily basis than do males. For example females (60% provincially, 59% in Hamilton) indicated that they read outside of school for personal reasons more than males (37% both provincially and in Hamilton.)

As diagram 3 indicates, ESL students performed at lower levels in reading and writing than non-ESL students, both provincially and in Hamilton. This is to be expected given the 5-7 year time-span the average ESL student needs for the development of cognitive, academic language proficiency. Although, performance levels among Hamilton ESL students are generally lower than those provincially, particularly among graduates of ESL programs, the ESL results in Hamilton, as **diagram 3(c)** indicates, did not significantly impact on the overall System results in either reading or writing.

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

5 Demonstrates an independent control of a wide range of reading strategies. This permits access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and interpret meaning from the simple and concrete to the complex and abstract.

4 Demonstrates control of a range of reading strategies. This permits access to texts and questions that are complex and/or sophisticated. Characterized by an ability to discern and comprehend meaning from the simple and concrete to the complex and abstract.

3 Demonstrates control of sufficient reading strategies to permit general access to texts and questions of some complexity. Characterized by an ability to discern and deal with concrete meaning and with some elements of abstract meaning.

2 Demonstrates a grasp of sufficient reading strategies to permit access to simple texts and questions. Characterized by an ability to discern and deal with concrete meaning.

1 Demonstrates enough grasp of reading strategies to permit some access to simple texts and questions. Characterized by an awareness of some concrete meaning within the texts.

6 Demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

5 Shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

4 Shows control of the elements of writing. The writing is generally integrated. The content is clear and complete.

3 Shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

2 Shows grasp of some of the basic elements of writing. The writing conveys simple ideas.

1 Shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

diagram 1

Percentage of Students by Gender at Each Level in Reading

Performance / Demographic		Dependent Level 1	Limited Level 2	Adequate Level 3	Competent Level 4	Proficient Level 5	Superior Level 6
Province	M	2	11	55	24	5	1
	F	1	5	42	37	12	3
Hamilton	M	3	16	56	18	4	0
	F	1	7	43	35	9	2
M = males F = females		Not meeting expectations		Meeting expectations			Exceeding expectations

diagram 2(a)

Percentage of Students by Gender at Each Level in Writing

Performance / Demographic		Dependent Level 1	Limited Level 2	Adequate Level 3	Competent Level 4	Proficient Level 5	Superior Level 6
Province	M	1	9	50	30	8	2
	F	0	3	36	42	16	4
Hamilton	M	2	13	52	25	6	2
	F	1	6	42	35	13	3
M = males F = females		Not meeting expectations		Meeting expectations			Exceeding expectations

diagram 2(b)

Reading materials "often" selected by students	Percentage of Students			
	Hamilton		Province	
	M	F	M	F
newspapers	72	60	77	67
magazines	75	85	81	90
novels	50	79	53	79
poetry	12	31	12	33
comic books	50	28	51	30
instruction manuals	46	23	45	23

diagram 2(c)

Percentage of ESL Students Reading at Each Level

Performance / Demographic		Dependent Level 1	Limited Level 2	Adequate Level 3	Competent Level 4	Proficient Level 5	Superior Level 6	No Level
Province	A	5	18	55	16	3	0	2
	B	3	13	51	24	6	1	2
	C	1	7	48	32	9	2	1
Hamilton	A	1	27	51	15	1	0	4
	B	8	17	52	16	3	1	3
	C	2	11	50	28	7	1	2
		Not meeting expectations		Meeting expectations			Exceeding expectations	Insufficient work submitted

A currently enrolled in ESL
B enrolled in ESL in the past
C never enrolled in ESL

diagram 3 (a)

Percentage of ESL Students Writing at Each Level

Performance / Demographic		Dependent Level 1	Limited Level 2	Adequate Level 3	Competent Level 4	Proficient Level 5	Superior Level 6
Province	A	2	15	55	24	4	1
	B	1	10	48	30	9	2
	C	0	5	42	37	12	3
Hamilton	A	6	18	45	28	1	0
	B	4	19	49	23	4	1
	C	1	8	47	31	10	3
		Not meeting expectations		Meeting expectations			Exceeding expectations

A currently enrolled in ESL
B enrolled in ESL in the past
C never enrolled in ESL

diagram 3 (b)

Impact of ESL Students on System Results

	% of Hamilton students *Adequate* or better	% of non-ESL students *Adequate* or better	**Impact** of ESL performance on System results
Reading	83	86	3 %
Writing	89	91	2 %

diagram 3 (c)

APPENDIX B

PROVINCIAL GRADE 9 READING AND WRITING TEST, 1993-4: **SYSTEM ACTION PLAN**

WHAT HAS TO BE DONE? **TASKS**	*WHO WILL DO IT?* **(responsibility) ROLES**	*HOW WILL IT BE DONE?* **FUNCTIONS**	*WHEN WILL IT BE DONE?* **TIMELINES**	*HOW WILL WE KNOW WHEN IT'S DONE?* **(accountability) OUTCOMES**
Implement System First-Language Learning Outcomes and Standards in Grades 1-9	Principals, English/Academic Heads Teachers with the support of Program Department staff	as part of the System plan to implement the ***Literacy Across the Curriculum Policy*** and ***The Common Curriculum***	beginning in September 1994 with full implementation scheduled for September 1996	improved results on similar reading and writing tests ongoing reporting to Senior Management and the Board as appropriate
	Superintendent of Program and Program Department Staff	program reviews	as part of System and school implementation plans	ongoing reporting to Senior Management and the Board as appropriate
Review of the System Test Results by Other Departments/Areas	Subject Coordinators Special Education ESL Human Resources Psychological Services	to be determined by these departments/groups	by June 1995	ongoing reporting to Senior Management and the Board as appropriate
Review of the Implementation of *Celebrating Language* in Grades 4-6	Superintendent of Program and Program Department Staff	review instrument and process to be developed	by April 1996	report to Senior Management and the Board as appropriate.
Develop and Implement School Action Plans, Grades 1-9	Principals English/ Academic Heads Teachers with the support of Program Department Staff as appropriate	based on • school results for ***The Test*** (1993-4 & 1994-5) • System results for ***The Test*** (1993-4 & 1994-5) • Provincial standards • implementation of ***The Common Curriculum*** as part of each school plan	beginning in the Fall of 1994	• improved results on similar reading and writing tests • implementation of **school-wide** reading and writing programs, grades 1-9 as part of the ***Literacy Policy and Plan***
Review of the Tracking of ESL Students	Superintendent of Program and Program Department Staff	review instrument and process to be developed	by April, 1996	improved monitoring and tracking systems in place

Appendix C: Results by School and School Action Plans

System-Wide Summary

School Summaries and Action Plans:

Barton
Delta
Glendale
Hill Park
Mountain
Parkview
Scott Park
Sherwood
Sir Allan MacNab
Sir John A. Macdonald
Sir Winston Churchill
Westdale
Westmount

System Summary: Percentage of Students Reading at Each Level

Performance / Demographic	Dependent Level 1	Limited Level 2	Adequate Level 3	Competent Level 4	Proficient Level 5	Superior Level 6
Province	1	8	49	30	9	2
Hamilton	2	12	50	26	6	1
Barton	0	12	59	23	4	0
Delta	3	16	44	30	3	1
Glendale	1	12	55	25	5	2
Hill Park	1	12	59	22	5	0
Mountain	16	30	35	0	0	0
Parkview	23	28	28	0	0	0
Scott Park	3	22	48	20	2	1
Sherwood	2	9	53	29	5	2
SAM	0	7	44	36	10	1
SJAM	2	9	57	27	3	2
SWC	1	13	71	13	1	0
Westdale	1	4	32	38	21	5
Westmount	2	11	49	26	9	1
	Not meeting expectations		**Meeting expectations**			**Exceeding expectations**

NB Where percentages do not total 100%, students have submitted work that was too incomplete to assess. *No level* was assigned in these cases.

System Summary: Percentage of Students Writing at Each Level

Performance / Demographic	Dependent Level 1	Limited Level 2	Adequate Level 3	Competent Level 4	Proficient Level 5	Superior Level 6
Province	**1**	**6**	**43**	**36**	**12**	**3**
Hamilton	2	10	48	30	9	2
Barton	0	4	50	36	8	2
Delta	3	15	55	21	3	2
Glendale	1	8	54	27	9	0
Hill Park	0	6	40	42	10	1
Mountain	5	22	67	4	0	0
Parkview	29	58	13	0	0	0
Sherwood	0	7	49	33	10	1
Scott Park	3	16	61	17	3	0
SAM	0	8	49	29	11	3
SJAM	1	9	44	33	10	3
SWC	1	16	64	17	2	0
Westdale	0	3	36	37	16	8
Westmount	1	8	33	40	15	3
	Not meeting expectations		**Meeting expectations**			**Exceeding expectations**

NB Where percentages do not total 100%, students have submitted work that was too incomplete to assess. *No level* was assigned in these cases.

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

BARTON SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

Barton has a population of about 283 grade 9 students in the 1994-1995 school year and a similar number is expected for the 1995-1996 school year.

Most of these students will choose courses of study which will lead them either to University or Community College. There is solid parental support for Barton and its feeder schools. A small number of students (17 - 20) are currently in a "Transitions" class which is designed to overcome learning deficit and assist them in gaining admission to Basic level or other programming in their grade 10 year. The admission to this class is based on consultation with the middle school teachers and administration.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

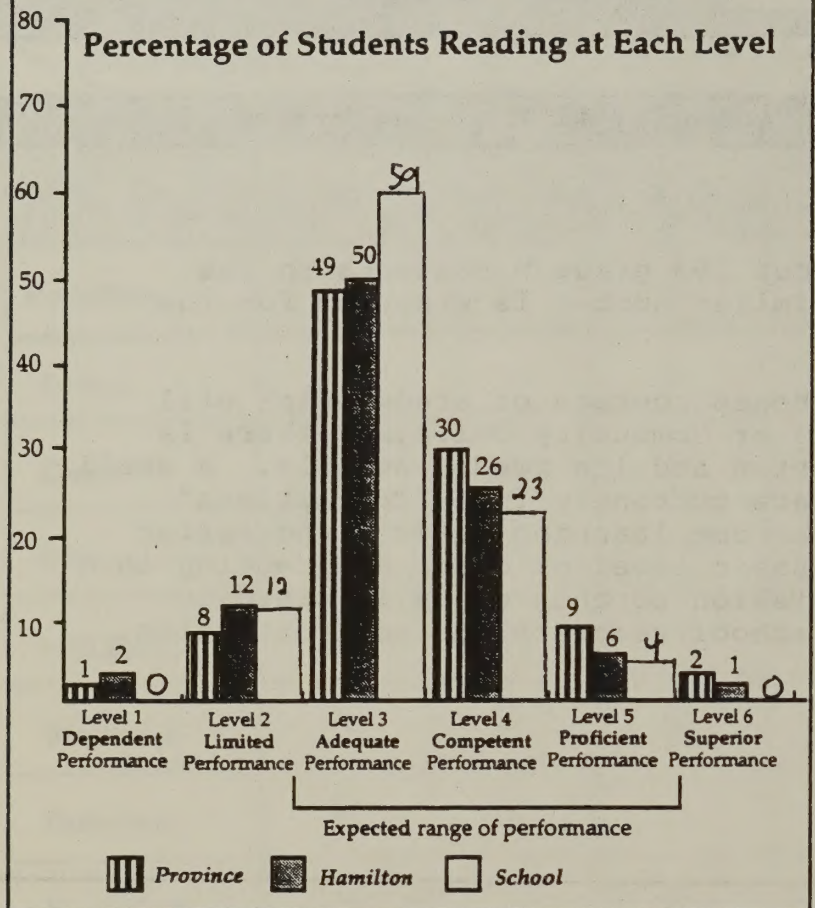
	Sept. '93	Sept. '94
Total school population	1321	1282
# grade 9 students	237	282
# grade 9 English classes	11	14

	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	0	0	6	13
Ham.	1	1	7	14
Prov.	4	4	4	9

	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	86	83	90	90	86	91	13 %	3 %	1 %
Writing	96	89	94	97	91	94	12 %	2 %	0 %

Other pertinent demographics:

2



6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

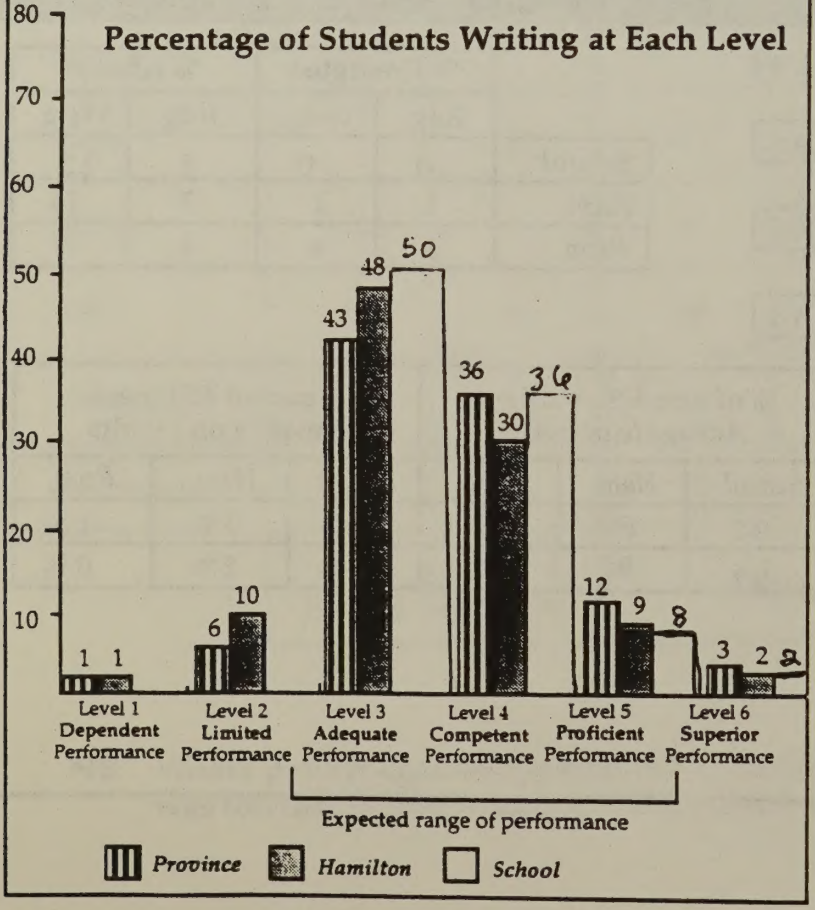
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6 Demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

5 Shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

4 Shows control of the elements of writing. The writing is generally integrated. The content is clear and complete.

3 Shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

2 Shows grasp of some of the basic elements of writing. The writing conveys simple ideas.

1 Shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

Attitudes	% of Students											
	Reading						Writing					
	School		Ham.		Prov.		School		Ham.		Prov.	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	20	36	20	38	20	41	7	23	12	25	12	26
I sometimes enjoy...	64	56	65	56	70	55	83	74	76	72	78	71
I don't like...	16	7	14	6	10	4	10	2	12	4	9	2

Reading Preferences	% of Students					
	School		Ham.		Prov.	
	M	F	M	F	M	F
newspapers	69	56	72	60	77	67
magazines	79	88	75	85	81	90
novels	50	80	50	79	53	79
poetry	9	28	12	31	12	33
comic books	49	23	50	28	51	30
manuals	45	17	46	23	45	23

Writing Preferences	% of Students					
	School		Ham.		Prov.	
	M	F	M	F	M	F
letters	52	75	42	79	42	82
poetry	8	20	12	28	13	33
diaries	5	50	8	50	9	52
stories	34	39	35	41	39	39
notes	42	45	42	53	42	55
other	45	50	47	54	47	54

SCHOOL COMMENTS / ROUTINE TEST

The results were inconsistent with the abilities of some of the students. Marking was perhaps not as careful as it could be?

Asking grade nine students at the beginning of a year to begin the testing by responding to poetry is not a good choice. Responding to a prose piece would have been better. The response to poetry turned some students off right away.

The testing begins too soon. Three weeks with new students is too soon to begin a completely different "course of action". We've just got to "know" the students. The "routine" of the class has been imprinted upon them. Then everything stops. The course of direction/action is completely changed. Then after three weeks, we try to establish the beginning routine.

I don't know how this point can be accomplished, but the students seemed to be bored, lack enthusiasm, lack interest (even though I "praised" ("beefed up") the positive/helpful points of this testing.

Although the final evaluation results wlere interesting, it was very difficult to explain to students or parents exactly what was missing from student writing or reading responses.

ACTION PLAN

Barton and its administration and English Department will use the grade nine writing review results to further enhance the collaboration with our neighbouring middle schools. The purpose of such collaboration will be to assist teaching staffs in improving the service to students in the area of reading and writing. We are moving to outcome based education in grade nine, and the more we can share the goal of having young people exceed the outcomes, the better. The results are promising. The goal for the next round of testing would be to have greater numbers of students move up a level.

January 12, 1995
date

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

DELTA SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

- inner city school
- mobile student population
- low & middle income neighbourhood
- in Sept., 1993, 16% of school population was identified
- in Sept., 1993, there were 180 identified students (only 9 gifted)

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	1123	1016
# grade 9 students	291	214
# grade 9 English classes	15	9

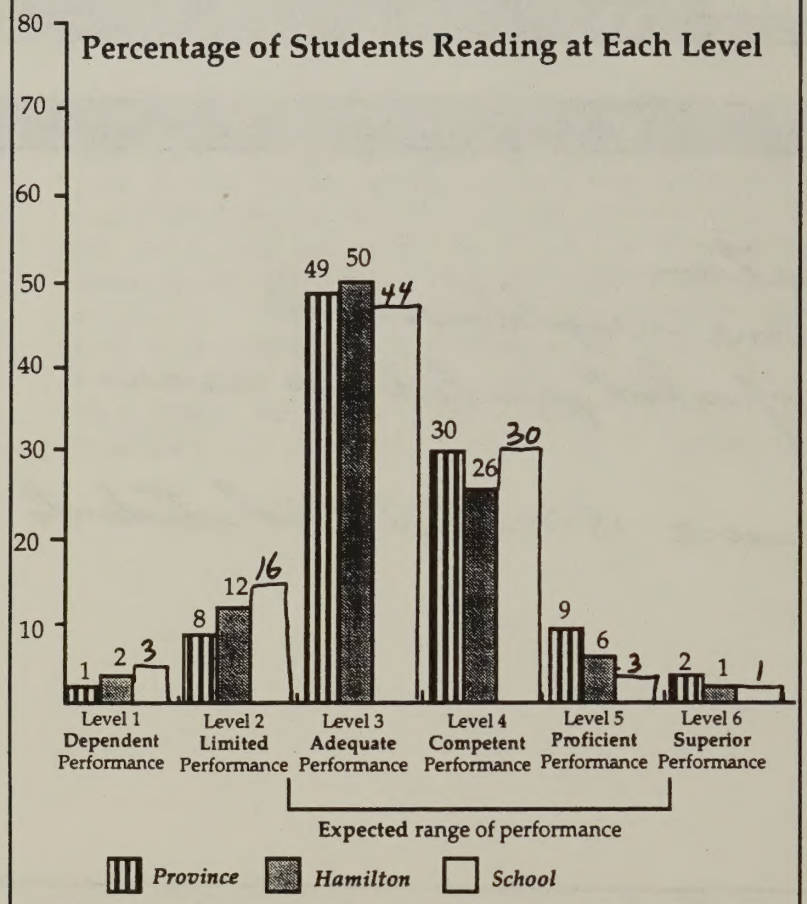
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	0	0	5	12
Ham.	1	1	7	14
Prov.	4	4	4	9

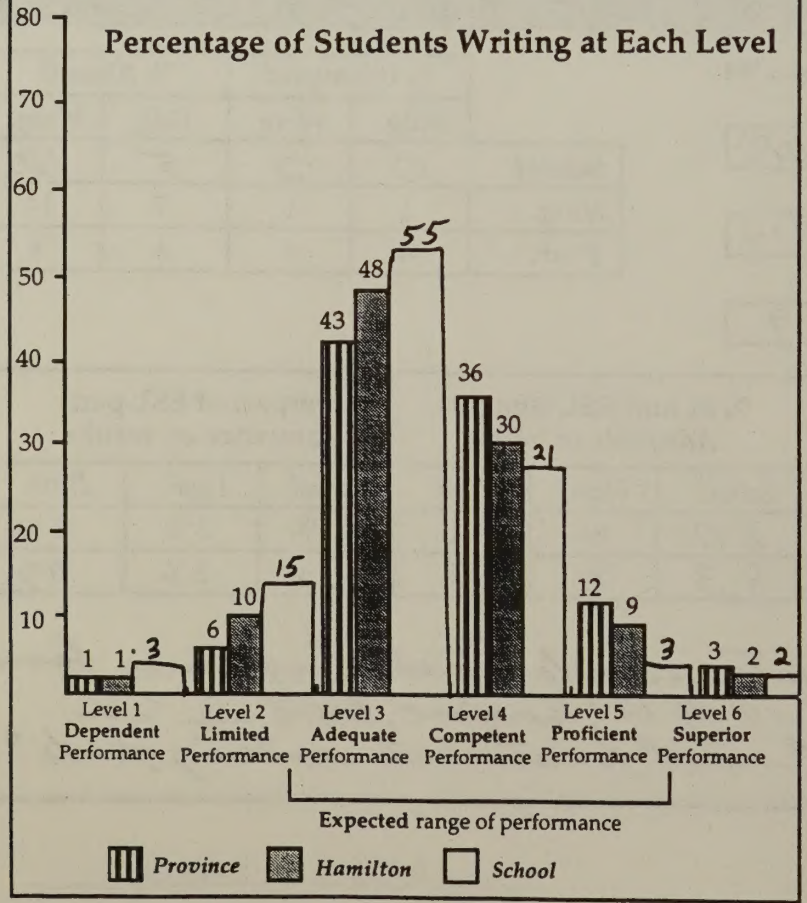
	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	78	83	90	80	86	91	2 %	3 %	1 %
Writing	81	89	94	83	91	94	2 %	2 %	0 %

Other pertinent demographics:

Delta is the only composite secondary school offering basic level courses in grades 10 to 12; therefore, Delta is an alternative & vocational school for students entering grade 9.

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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1 Shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		Ham.		Prov.		School		Ham.		Prov.	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	14	42	20	38	20	41	11	25	12	25	12	26
I sometimes enjoy...	71	52	65	56	70	55	71	70	76	72	78	71
I don't like...	15	6	14	6	10	4	18	5	12	4	9	2

Reading Preferences	% of Students					
	School		Ham.		Prov.	
	M	F	M	F	M	F
newspapers	61	57	72	60	77	67
magazines	69	85	75	85	81	90
novels	43	72	50	79	53	79
poetry	12	34	12	31	12	33
comic books	46	26	50	28	51	30
manuals	39	23	46	23	45	23

Writing Preferences	% of Students					
	School		Ham.		Prov.	
	M	F	M	F	M	F
letters	38	75	42	79	42	82
poetry	9	30	12	28	13	33
diaries	7	56	8	50	9	52
stories	41	37	35	41	39	39
notes	32	41	42	53	42	55
other	48	39	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

- we question why the test is not administered at the end of the grade 8 year, at the elementary school with teachers more familiar with the students and in an environment where the students are more comfortable.
- since the students have been in high school only a brief period of time, the "Best Piece" of writing is quite often something the student wrote in grade 8 (if it's still available).
- the test is an interruption to existing curriculum
- administering the test takes a great deal of time and energy for the teachers and department head.
- the difficulty in dealing with absent students
- the difficulty of overcoming student apathy about the value of the test

ACTION PLAN

- communicating the results to the feeder schools
- meeting with grade 8 teachers to examine the results, do a "gap analysis" and develop a co-ordinated plan of action.
- considering the nature of our student population as indicated in the demographic information, the school results compare favourably with the city and provincial results; therefore, our task is to continue to build on the basic skills of reading and writing through a variety of materials and a variety of teaching strategies.
- the Delta English Department is examining the grade 9 curriculum and how it addresses the the suggested Learning Outcomes in the English Guideline (Planned for Feb. 24, 1995 PA Day).

January 20, 1995
date

M. Killy
principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

GLENDALE SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

MIDDLE SCHOOLS

All Middle Schools are experiencing a rapidly growing E.S.L. population.

A. Middle School #1

- multi-linguistic, multi-ethnic, multi-racial school
- at least 50% of the students are E.S.L. students
- 100 students receive E.S.L. support
- mixed socio-economic range
- high density population area

B. Middle School #2

- large E.S.L. population - multi-linguistic, multi-ethnic, multi- racial
- large special education component - S.L.D., speech and language
- a portion of the population comes from homes where education is not a priority

C. Middle School #3-- Please see next page

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	1100	1099
# grade 9 students	222	245
# grade 9 English classes	9	11

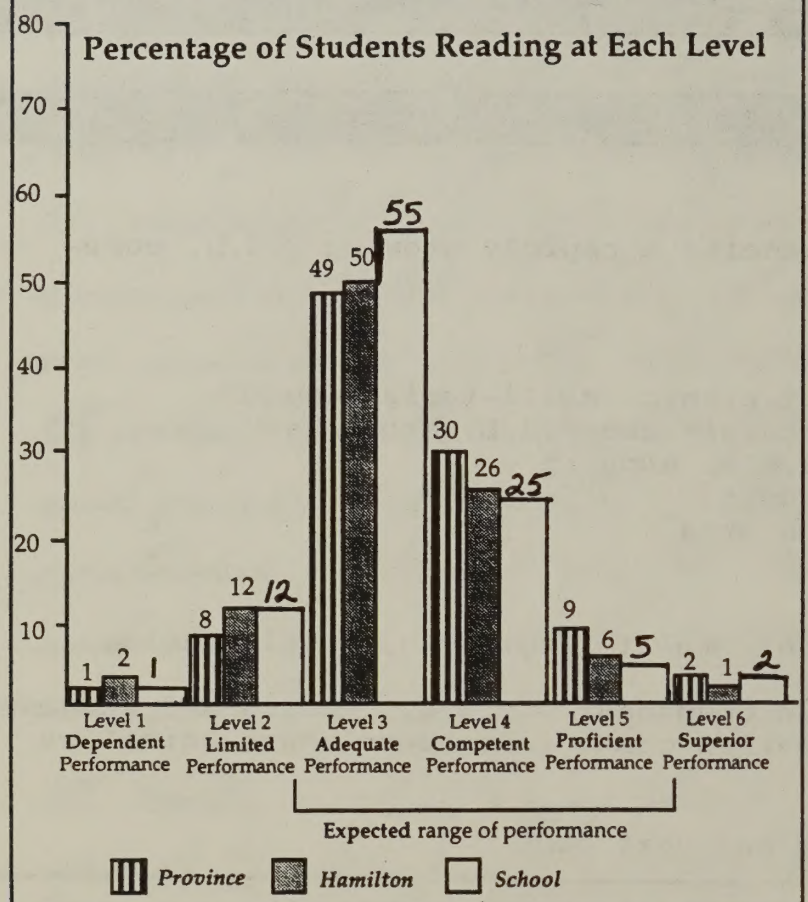
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	2	2	3	6
Ham.	1	1	7	14
Prov.	4	4	4	9

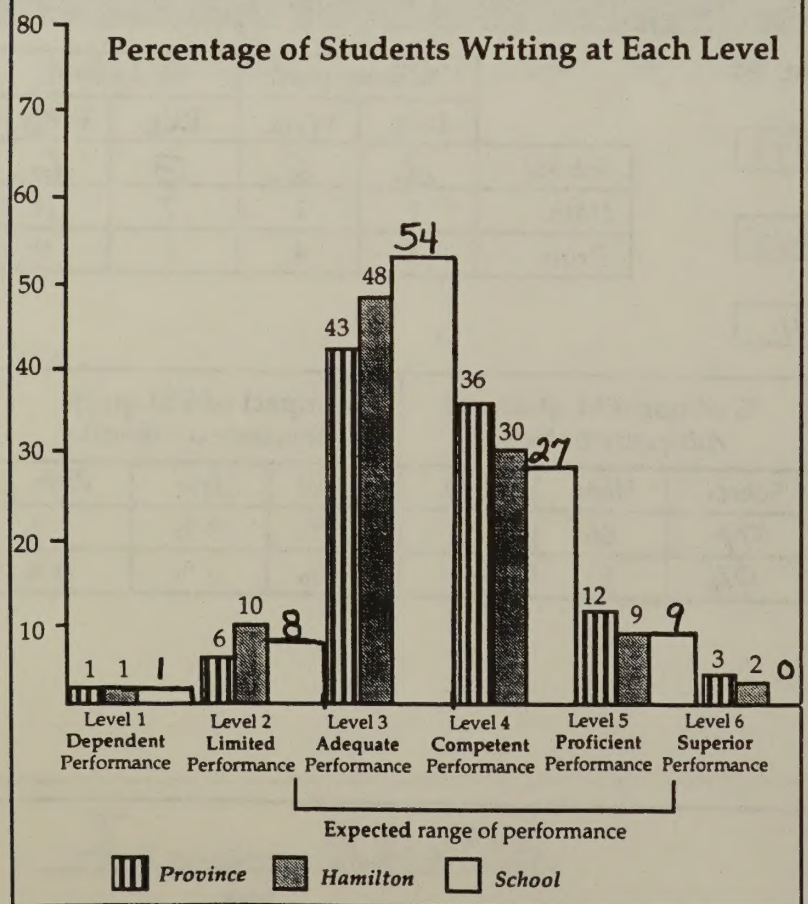
	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	87	83	90	91	86	91	4 %	3 %	1 %
Writing	91	89	94	94	91	94	3 %	2 %	0 %

Other pertinent demographics:

2

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	20	34	20	38	20	41	11	30	12	25	12	26
I sometimes enjoy...	73	60	65	56	70	55	81	69	76	72	78	71
I don't like...	6	6	14	6	10	4	7	1	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	67	66	72	60	77	67
magazines	72	87	75	85	81	90
novels	56	82	50	79	53	79
poetry	10	28	12	31	12	33
comic books	46	34	50	28	51	30
manuals	51	30	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	33	81	42	79	42	82
poetry	13	33	12	28	13	33
diaries	10	40	8	50	9	52
stories	36	46	35	41	39	39
notes	46	62	42	53	42	55
other	54	58	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

- teachers questioned the validity of the testing:
  a) the testing conditions were not controlled.
  b) nothing prevented teachers from sending reading and writing tests home.
  c) many of the weakest and strongest students received the same mark, a mark of 3. Teachers were puzzled by a test that did not reveal the wide differences in some students' abilities to read and write.
- some of the material used in the testing was interesting and often assignments were well thought out.
- because the testing was too long and drawn out students eventually got bored.
- the testing took too long (approximately four weeks rather than two weeks).
- tests were returned too late to be used effectively with students.
- E.S.L. students have had an impact on test results. Glendale results match provincial results when E.S.L. students are not included.

ACTION PLAN

1. A meeting of the Middle School Principals, the Secondary School Principal, and the English Department Head was held, on January 10, 1995, to formulate a general action plan.

2. The group is pleased with the testing results and is resolved to continue what is being done at present in each school. However, more linking will occur between the Secondary School and Middle Schools.

3. MIDDLE SCHOOLS

   A. Middle School #1

   - focus, in all subject areas, on the writing process with a spin off into the reading programme.
   - the emphasis on the writing process was initiated this year (1994-95).

   B. Middle Schools #2 and #3

   - continue to focus on research skills in all subjects. Extensive use of library to build reading and writing skills.

4. SECONDARY SCHOOL

- continue to emphasize the writing process.
- continue, especially through the library research programme, to encourage all subject areas to emphasize reading and writing.
- continue to monitor the E.S.L. programme.

5. LINKING MIDDLE AND SECONDARY SCHOOLS

- during a five month exploratory period (Feb. to June '95) the English Department Head will be invited to meetings at the Middle Schools. She, in conjunction with Middle and Secondary teachers and principals will ascertain where appropriate links can be established among the schools.
- appropriate links will be put in place for September, 1995.

Jan. 16/95
date

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

Hill Park SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

Hill Park has three main feeder schools: Burkholder)
Cardinal Heights) most come to Hill Park
George L. Armstrong - split between Sherwood and Hill Park.

Cardinal Heights draws from an immediate solid stable community. It is experiencing growing pains as the area south of it is burgeoning with new housing developments.
Burkholder's community is experiencing changing as well.
George L. Armstrong serves the area north of Fennell along the mountain brow. This is an older, less affluent area on the whole with fewer resources.
All three have stable staffs who have worked to produce a strong program. The communities they draw upon are extremely diverse in economic background and resources.

Because Hill Park's boundaries slice straight through the heart of the mountain from the brow to the new developments south of Highway 53, the economic diversity is accentuated at the secondary level. We also have a rich cultural mosaic. Unfortunately, we also have a large group of students who are migratory, unsettled, moving into the area on a temporary basis.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

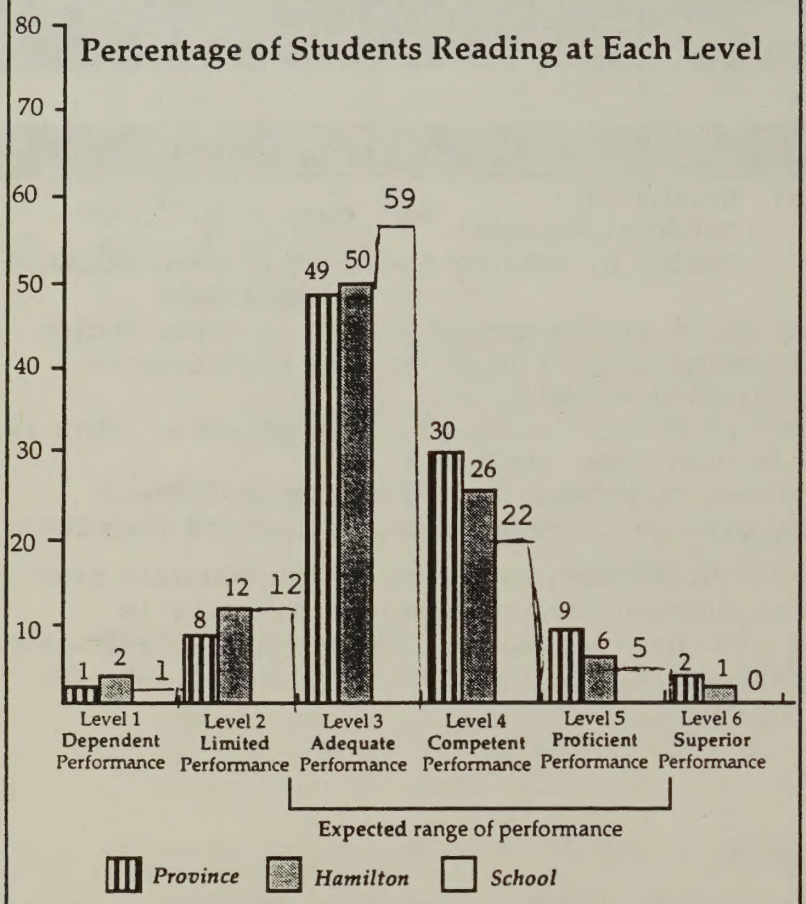
	Sept. '93	Sept. '94
Total school population	1212	1184
# grade 9 students	242	233
# grade 9 English classes	11	10

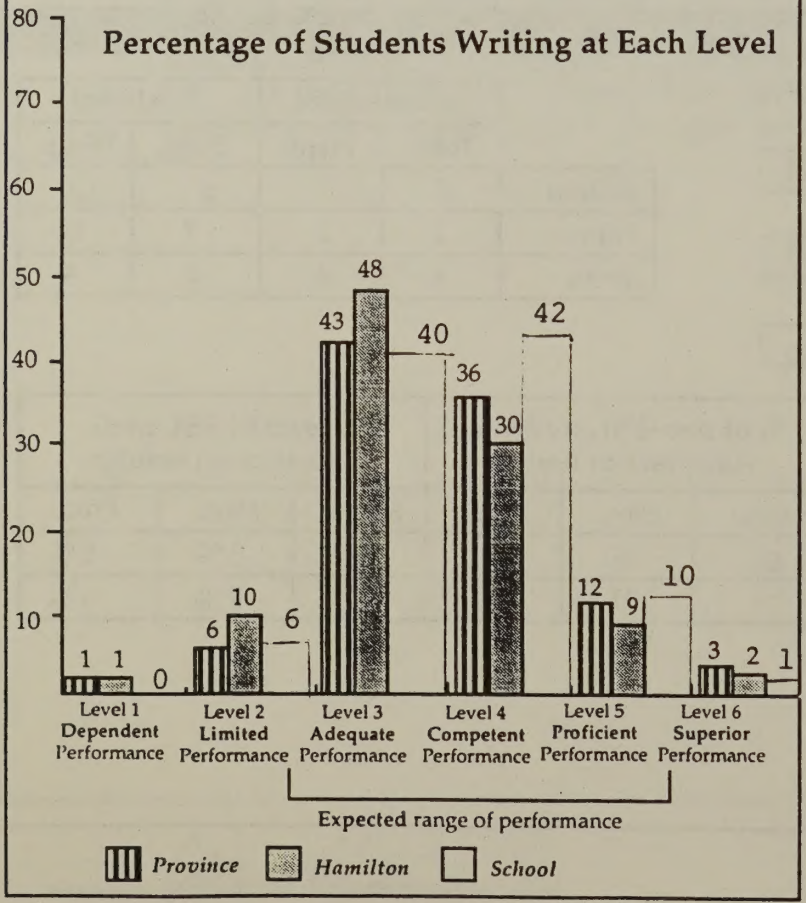
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	0	0	6	12
Ham.	1	1	7	14
Prov.	4	4	4	9

	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	86	83	90	86	86	91	%	3 %	1 %
Writing	93	89	94	93	91	94	%	2 %	0 %

Other pertinent demographics:

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING

Females read more than the provincial percentage outside the school. They also read more than males who were under the provincial average in all categories. Girls enjoy novels and magazines while the males enjoy newspapers.

In the area of writing Hill Park's female student surpassed provincial percentages in the writing of stories and diaries with letter writing as their main writing activity. The males were significantly below the provincial frequency of writing in all categories.

SCHOOL COMMENTS ABOUT THE TEST

Content

- general acceptance and recognition that activities associated with it were helpful and could be integrated e.g. collaborative learning activities and introduction of the testing.

Process

- a long tedious process
- took three weeks out of other parts of the program
- frustration due to absent students needing to be monitored, brought up to date.

ACTION PLAN

- In January the English Dept. met for two hours to share strategies for successful program delivery.

- The teachers of grade 9 who are also advisors have set up process for students to access tutor assistance.

- We have a LRT line working with students who need special English/Math assistance at the grade 9 level.

- The Evaluation Committee is focussing on how to measure, how to achieve and how to report outcomes. The English representatives communicate and share strategies with other departments to ensure consistency in outcomes.

- As a first step toward grade 7, 8, 9 continuum this English Department has arranged a meeting with the three feeder schools on Feb. 24 for the whole afternoon to discuss this report and discuss how learning outcomes can be delivered over the three years, and a assessment and evaluation process can be established.

January 18, 1995
date

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

MOUNTAIN SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

The primary catchment area for Mountain Secondary is the upper city. Students attending are transferred from the elementary panel to begin their studies at the secondary level. Student ability level tends to be below that which is required for success in regular transition year grade nine programming.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	392	344
# grade 9 students	153	123
# grade 9 English classes	4	4

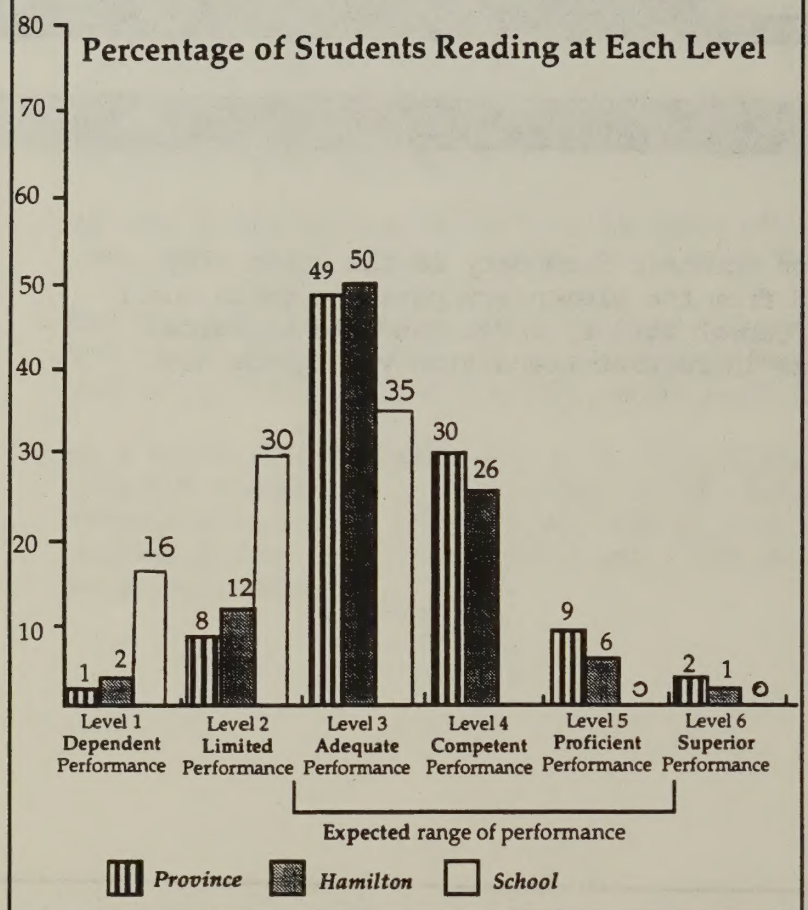
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	4	4	6	18
Ham.	1	1	7	14
Prov.	4	4	4	9

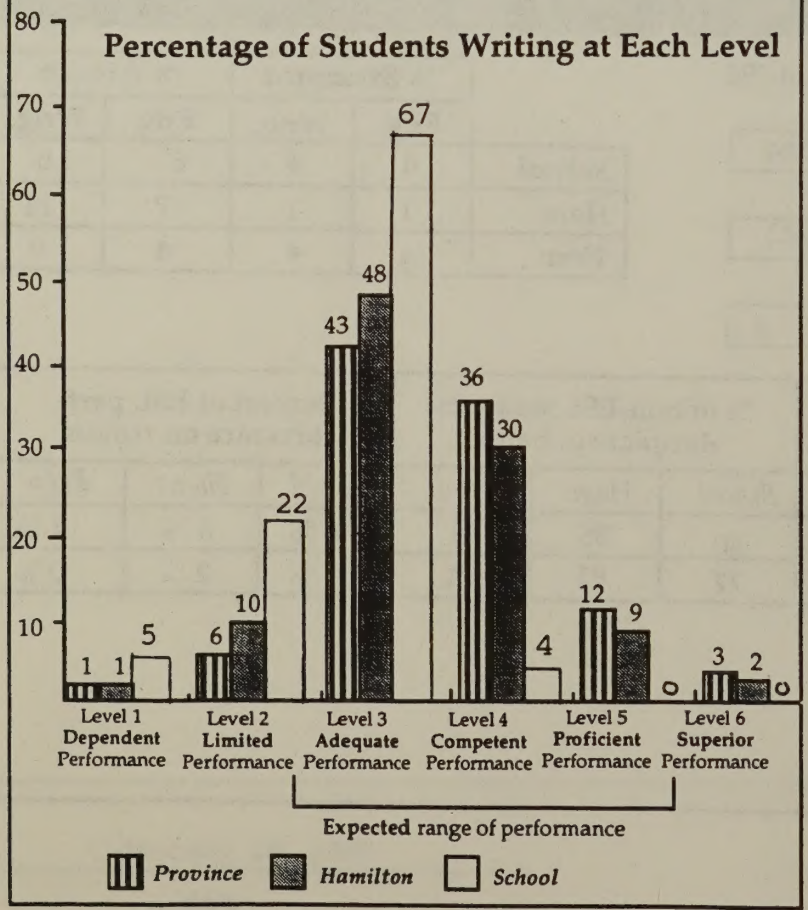
	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	35	83	90	40	86	91	5 %	3 %	1 %
Writing	73	89	94	72	91	94	nil %	2 %	0 %

Other pertinent demographics:

2

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

5 Demonstrates an independent control of a wide range of reading strategies. This permits access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and interpret meaning from the simple and concrete to the complex and abstract.

4 Demonstrates control of a range of reading strategies. This permits access to texts and questions that are complex and/or sophisticated. Characterized by an ability to discern and comprehend meaning from the simple and concrete to the complex and abstract.

3 Demonstrates control of sufficient reading strategies to permit general access to texts and questions of some complexity. Characterized by an ability to discern and deal with concrete meaning and with some elements of abstract meaning.

2 Demonstrates a grasp of sufficient reading strategies to permit access to simple texts and questions. Characterized by an ability to discern and deal with concrete meaning.

1 Demonstrates enough grasp of reading strategies to permit some access to simple texts and questions. Characterized by an awareness of some concrete meaning within the texts.

6 Demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

5 Shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

4 Shows control of the elements of writing. The writing is generally integrated. The content is clear and complete.

3 Shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

2 Shows grasp of some of the basic elements of writing. The writing conveys simple ideas.

1 Shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	0	29	20	38	20	41	8	31	12	25	12	26
I sometimes enjoy...	75	56	65	56	70	55	65	56	76	72	78	71
I don't like...	25	15	14	6	10	4	27	12	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	57	44	72	60	77	67
magazines	61	64	75	85	81	90
novels	43	76	50	79	53	79
poetry	9	31	12	31	12	33
comic books	65	35	50	28	51	30
manuals	26	38	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	48	71	42	79	42	82
poetry	4	29	12	28	13	33
diaries	0	56	8	50	9	52
stories	24	42	35	41	39	39
notes	40	45	42	53	42	55
other	44	58	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

As a school we are aware of the cross-curricular importance of communicative ability and the necessity of our efforts to promote and advance student abilities in both reading and writing.

MOUNTAIN S. S.

ACTION PLAN

TASK	ROLE	STRATEGY	TIMELINE	OUTCOME
Students will be able to understand the basics of reading and writing and develop those basic writing skills required to perform tasks related to everyday living.	. Department Heads . Classroom Teachers . Librarian	. Investigate tutorial programs in reading and writing for low-functioning students. . Develop a linkage between computers and writing by making a word processing lab available to all teachers. . Continue to offer keyboarding classes to maximize word processing skills. . One unit of study from each course to be planned and implemented with the input of the librarian.	1994-June 1995 1994/1995-1995/1996	. **All** subject teachers to be encouraged to complete one assignment in the computer lab. . **All** subject teachers to have completed a project in the resource centre.

Nov 20 / 94
date

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

PARKVIEW SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

- All Feeder Schools are in the lower city. Majority of our students come from elementary schools designated as compensatory
- Inner-city Vocational School offering mainly Basic Credits in Academic and Technical courses. Some General Level Credits are offered.
- Specialized programs have been instituted in the following areas: Literacy, Retention and Apprenticeship courses in Cosmetology, Health Care Aide and Horticulture.
- Grade 9 students who are enrolled at Parkview score at the Grade 5 level or lower on the reading section of the Canadian Achievement Test.
- Students who score higher thant Grade 5 usually attend Composite Secondary Schools.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	325	410
# grade 9 students	48	32
# grade 9 English classes	3	3

	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	6	8	12	27
Ham.	1	1	7	14
Prov.	4	4	4	9

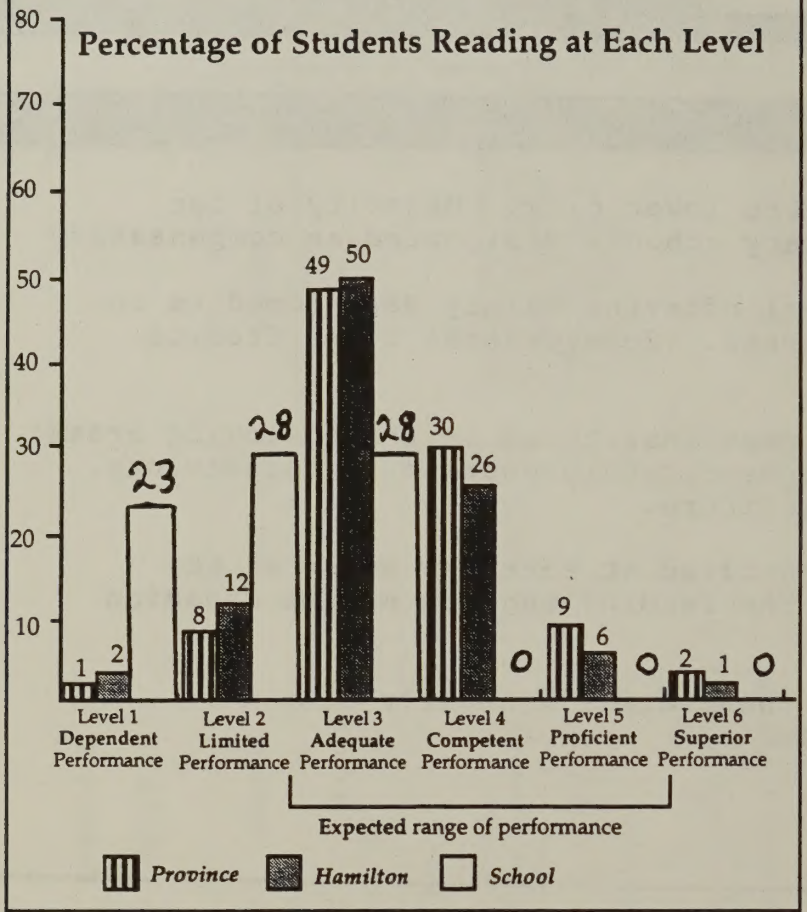
	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	28	83	90	33	86	91	5%	3%	1%
Writing	13	89	94	7	91	94	-6%	2%	0%

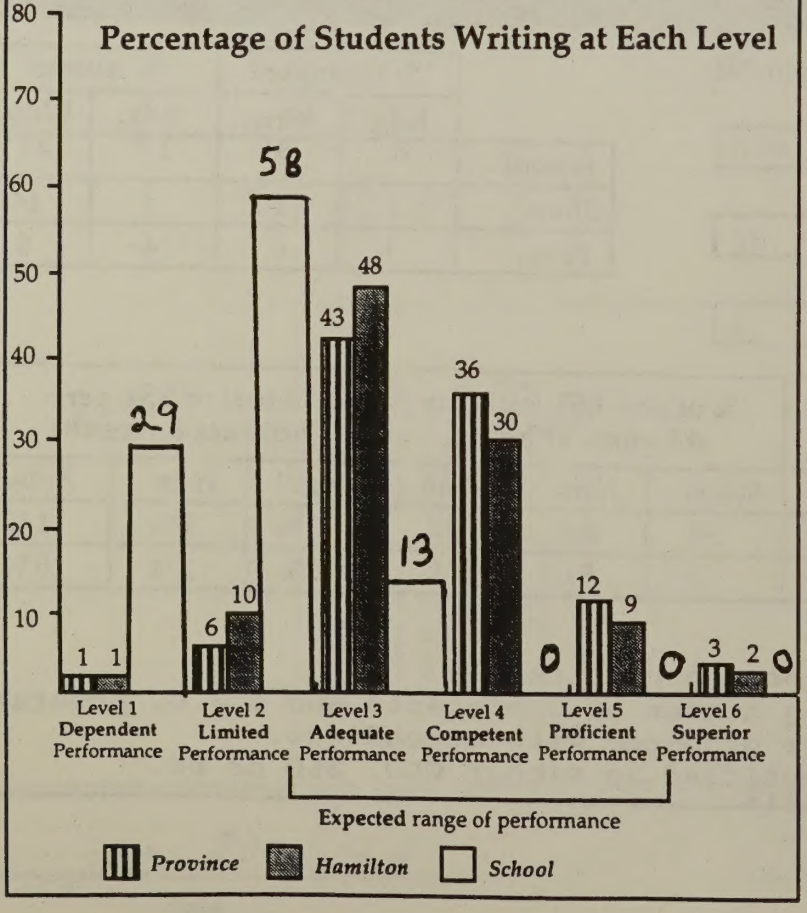
Other pertinent demographics:

- 50% of students from single parent family.
- Highly transient, growing number of immigrants and E.S.D. program
- Generally, students have problems with attendance.
- 60% of students are identified as either GLD, SLD or BE.
- 25% of students are female

2

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	14	20	20	38	20	41	14	20	12	25	12	26
I sometimes enjoy...	61	50	65	56	70	55	72	70	76	72	78	71
I don't like...	25	30	14	6	10	4	14	10	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	79	40	72	60	77	67
magazines	79	30	75	85	81	90
novels	46	60	50	79	53	79
poetry	7	20	12	31	12	33
comic books	67	40	50	28	51	30
manuals	57	10	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	22	60	42	79	42	82
poetry	0	20	12	28	13	33
diaries	14	50	8	50	9	52
stories	36	50	35	41	39	39
notes	31	50	42	53	42	55
other	37	56	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

- The test took too long and disrupted the regular curriculum.
- Many of our students were not interested in the topic and therefore, do not do their best.
- Inconsistencies in teacher assistance from class to class and teacher to teacher.

ACTION PLAN

- Review present curriculum methodology to see if we can better serve the needs of students coming to us with lower levels of reading and writing competency.

- Increase our emphasis on literacy by identifying students at risk and providing these students with a Literacy Program.

- Encourage the increased use of computers in the reading and writing process.

- Provide a Life Skills course for weak academic students.

January 12, 1995
date

E. McIsaac
principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

SCOTT PARK SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

Our feeder schools are Adelaide Hoodless, Prince of Wales, Tweedsmuir. We also receive some students from Bennetto. These are inner city schools in a predominantly working class neighbour hood. Our students come from many ethnic backgrounds. A significant number of students speak a language other than English when they are at home. A large number of our students enter the workforce after leaving school.

In general, our neighbourhood is one which undergoes a great deal of change every year. Many of our pupils have several changes of school during their educational careers. It is not uncommon to find many pupils have had eight to ten changes of schools and some even more than that, ranging up to 15 or more. Also, many of our pupils come from homes that are lacking in reading materials for young teen-agers.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	1048	1002
# grade 9 students	286	290
# grade 9 English classes	8	6

	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	0	0	10	25
Ham.	1	1	7	14
Prov.	4	4	4	9

	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	71	83	90	76	86	91	5 %	3 %	1 %
Writing	81	89	94	84	91	94	3 %	2 %	0 %

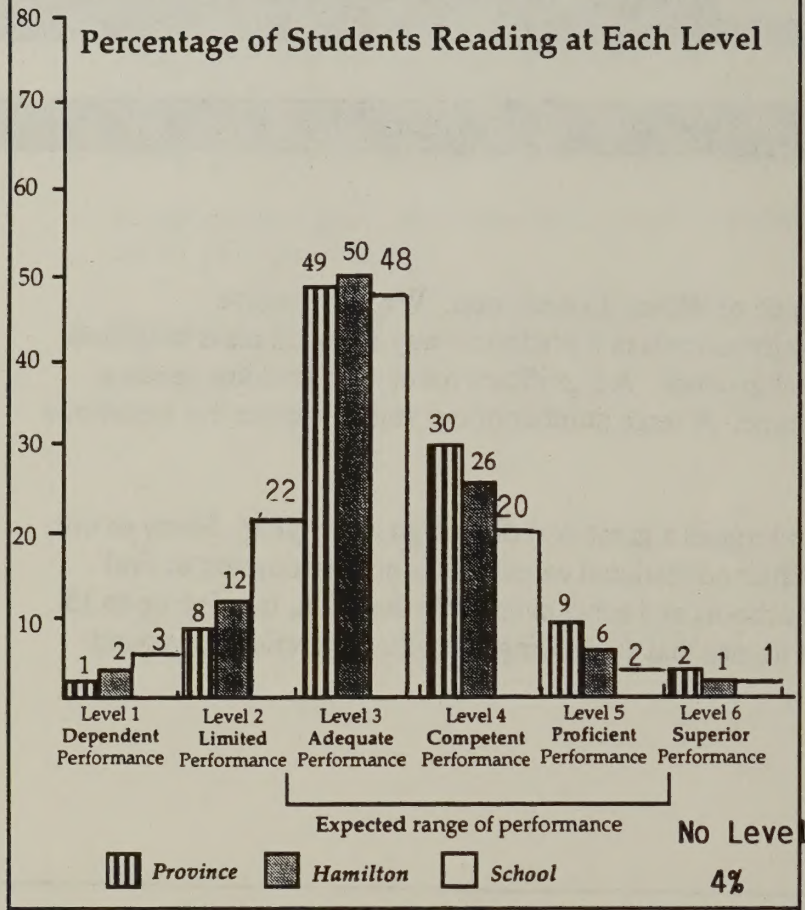
Other pertinent demographics:

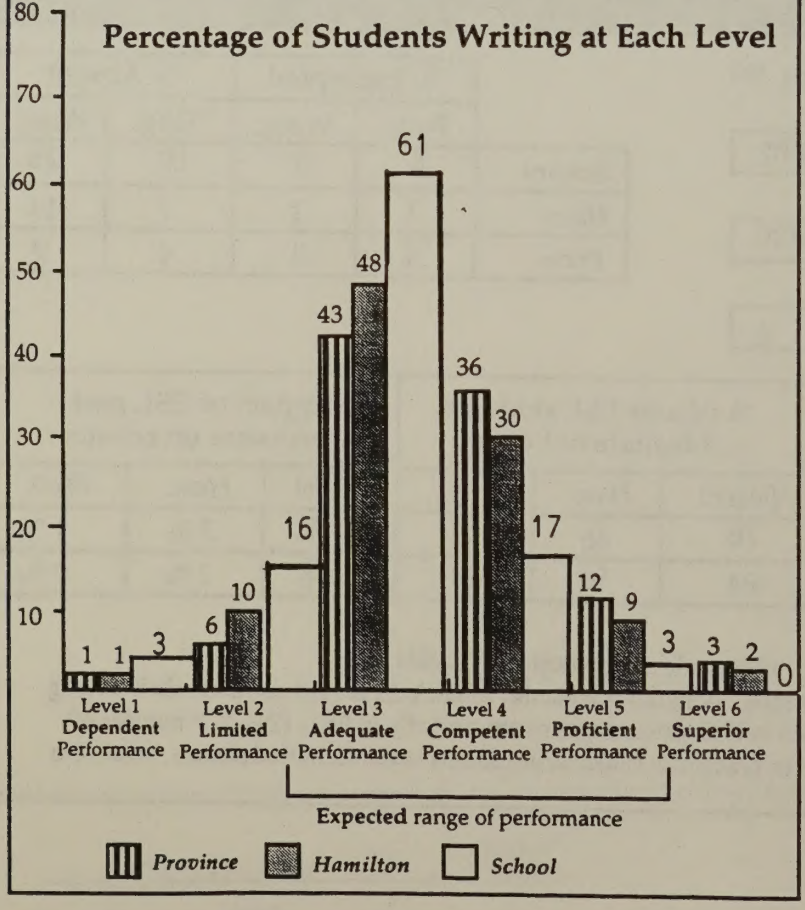
(For grade nine students 1993-1994)

Regular attendance is necessary to complete these tests. A significant number of students did not complete their writing portfolios. (39) A significant number of student have been in ESL programmes or are currently in ESL. (24) The number of identified students in grade nine were (18). The number of grade nine students, in addition to the identified student, who were assisted by learning resource teachers were (40).

2

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	22	29	20	38	20	41	16	26	12	25	12	26
I sometimes enjoy...	65	66	65	56	70	55	74	71	76	72	78	71
I don't like...	13	5	14	6	10	4	10	3	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	76	57	72	60	77	67
magazines	67	86	75	85	81	90
novels	38	78	50	79	53	79
poetry	15	39	12	31	12	33
comic books	55	32	50	28	51	30
manuals	53	25	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	42	82	42	79	42	82
poetry	16	39	12	28	13	33
diaries	5	51	8	50	9	52
stories	35	38	35	41	39	39
notes	38	53	42	53	42	55
other	44	61	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

READING

- 48% of our grade 9 students were assessed as adequate, while 20% were competent, and 25% were assessed as inadequate on this test
- school results parallel the Hamilton results in that there is a significant demographic at level 3 (adequate)
- school results are skewed to the lower levels especially level 2 (limited)
- 86% of female students in grade 9 were assessed at adequate or above levels on this test
- 61% of male students in grade 9 were assessed at adequate or above levels on this test
- males performed at significantly lower levels in reading than males in Hamilton and the province
- 35% of our grade 9 students who are currently taking ESL or have taken ESL were assessed as adequate, 10% were competent, and 50% were inadequate on this test
- in general the students in grade 9 have similar attitudes to those of other Hamilton students, especially female students
- male students indicate a greater preference for reading instruction manuals than males in Hamilton and in the province; they show a significantly lower preference for reading novels and magazines

WRITING

- 61% of our grade 9 students were assessed as adequate writers, 17% were competent; 19% were assessed as inadequate on this test
- there is a significant demographic at level 3 (adequate)
- school results are significantly below Hamilton results and are skewed toward the lower level
- 89% of female grade 9 students were assessed as adequate or above on this test
- 73% of male grade nine students were assessed as adequate or above on this test
- males performed at significantly lower levels in writing than males in Hamilton and in the province especial at level 2 - limited
- 48% of our grade nine students who have taken ESL were assessed as adequate, 13% were competent, and 47% were inadequate on this test
- in general the students in grade 9 have similar attitudes towards writing to those of other students in Hamilton and in the

ACTION PLAN

Task (What?)	Role (Who?)	Strategy (How?)	Timeline (When?)	Outcome (How Well?)
- improve the reading skills of all our grade 9 students especially males	- all grade 7,8,9 teachers - Dep't Head of English - Teacher Librarians of Middle schools and Scott Park - Reading Teacher at Parkview - Learning resource teachers - ESL teachers	- provide grade level (and lower) high interest materials (especially magazines, newspapers, instruction manuals)	- on going - cross curricular	- observation - feedback from students parents, teachers
		- continue to provide reading assistance to students if they have been receiving support	- on going	- continue to monitor
		- collaborate with Parkview to develop a Scott Park remedial reading program	- 1995-1996	- course in place 1996
		- assess students informally in Sept. to determine who needs support	- 1995	- monitor - informal measurement
		- develop peer tutoring with a view to providing reading assistance for Scott Park grade nines		
		- provide regular sustained silent reading in English	- on going, daily	
- improve writing skills of all our grade nine students especially males	- all grade 7,8,9 teachers - Dept. Head of English - Learning resource teachers	- provide opportunities to deal with topics appropriate to their personal interests, experiences and levels of knowledge.	- on going	- observation - conferencing
		- agree schoolwide that writing is an important tool for learning across across the curriculum and that all teachers have a responsibility to teach and model effective writing	- on going	
		- provide opportunities for students to write for a variety of real purposes, to a variety of real audiences, from a variety of view points in a variety of roles and models, using a variety of formats, and a variety of tools including computers	- on going	- observation
- provide additional support for students from ESL backgrounds	- ESL and English departments - all teachers of grade 7, 8, 9 - other students who have studied ESL and English	- identify problems of ESL students in regular English classes	- 1995	- feedback - observation
		- develop assistance such as peer-tutoring to ease transition to regular English	- implement 1995-1996	- informal measurement
		- explore developing a transition English language course	- 1995	
- implementation of standards and indicators in the Transition years	- all teachers of grade 7, 8, 9	- track student outcomes according to standards and indicators	- implement 1995-1996	- feedback from teachers, students, parents

Jan 11/95
date

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

SHERWOOD SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

The neighbourhoods surrounding the middle schools which feed Sherwood Secondary School are relatively stable suburban ones. A notable minority of Grade 9 students at Sherwood come from Wentworth County ("Upper" Stoney Creek).

In addition, Sherwood is the centre for French Immersion secondary programs above the escarpment in Hamilton.

Active parent-teacher associations, strong community ties and involvement, and healthy extracurricular programs exist in all the neighbouring middle schools and in Sherwood Secondary as well.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	1078	1143
# grade 9 students	279	350
# grade 9 English classes	7	9

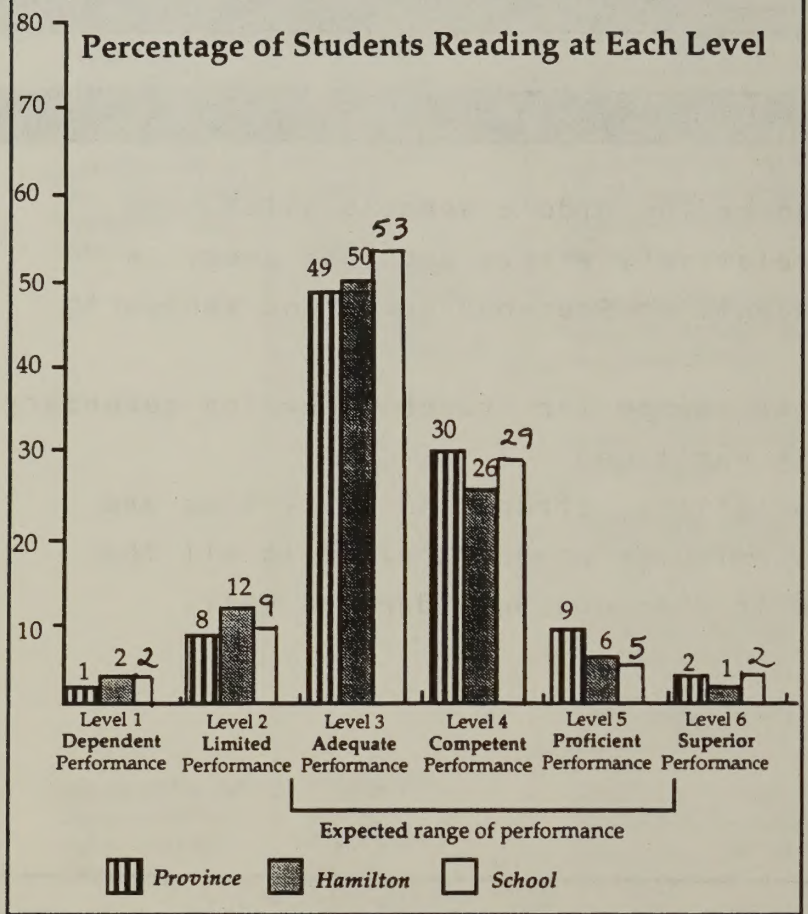
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	0	0	2	12
Ham.	1	1	7	14
Prov.	4	4	4	9

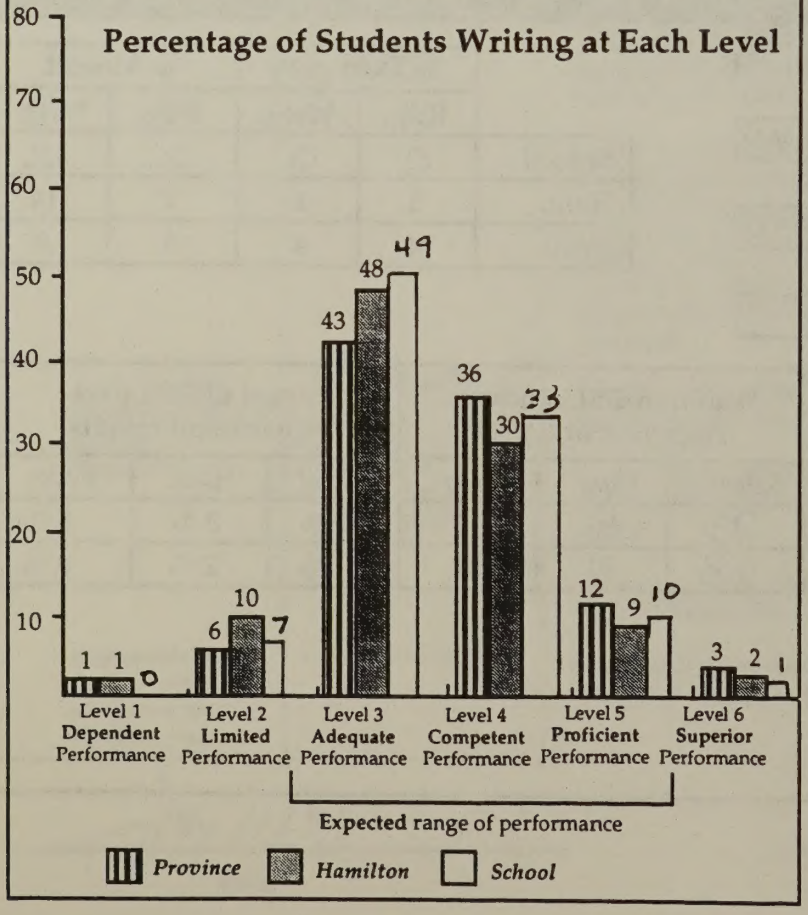
	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	89	83	90	93	86	91	%	3 %	1 %
Writing	93	89	94	93	91	94	%	2 %	0 %

Other pertinent demographics:

2

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		Ham.		Prov.		School		Ham.		Prov.	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	19	28	20	38	20	41	8	20	12	25	12	26
I sometimes enjoy...	63	64	65	56	70	55	78	75	76	72	78	71
I don't like...	18	8	14	6	10	4	14	5	12	4	9	2

Reading Preferences	% of Students					
	School		Ham.		Prov.	
	M	F	M	F	M	F
newspapers	82	66	72	60	77	67
magazines	84	91	75	85	81	90
novels	52	64	50	79	53	79
poetry	10	30	12	31	12	33
comic books	48	23	50	28	51	30
manuals	48	25	46	23	45	23

Writing Preferences	% of Students					
	School		Ham.		Prov.	
	M	F	M	F	M	F
letters	43	79	42	79	42	82
poetry	13	35	12	28	13	33
diaries	8	50	8	50	9	52
stories	37	33	35	41	39	39
notes	44	47	42	53	42	55
other	43	51	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

The most important result of these tests was the school/board/province statistics generated on the various levels of reading and writing achieved by students. Most experienced teachers, however, predicted fairly accurately, the position of their school and their board in relation to the province as a whole. As the OSSTF Report on these tests (September, 1994) noted, "Test assessments did not tell teachers anything they did not already know". (Page 4). There is also concern both locally and in the OSSTF Report about a problematic "bulge" in statistics at Level 3, among other things.

ACTION PLAN

With the single exception of school discipline, literacy is the top priority of teachers at Sherwood and at the middle schools which "feed" it. This decision translates into encouraging careful note-making in all subjects, into the development of skills in both typing and hand-writing, and into stringent demands for acceptable spelling and grammar in all printed/written assignments. Teachers of all subjects also expect students to read pertinent textual material, including subject-specific instructions, and to give an account of their understanding both orally and in writing.

Most specifically, teachers in this middle-secondary area do not take undue comfort from the fact that the Sherwood Ministry test results are generally close to the provincial percentages in reading and writing. The teachers intend to try to improve on these results in subsequent provincial tests.

In particular, teachers continue to stress personal reading and summarizing of this reading by students as part of daily homework.

JANUARY 12/95
date

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1994

SIR ALLAN MACNAB SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

Attached.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	1209	1120
# grade 9 students	236	228
# grade 9 English classes	9	8

	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	3	3	2	10
Ham.	1	1	7	14
Prov.	4	4	4	9

	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	92	83	90	92	86	91	%	3 %	1 %
Writing	91	89	94	96	91	94	%	2 %	0 %

Other pertinent demographics:

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

R. A. Riddell is a JK to 8 school with students coming from many different backgrounds. This range includes low socio-economic pockets to professional working class groups. There is a significant proportion of immigrant families in the area. A large number of the students come from single parent households or blended families.

The middle school classes are made up of students from Ryckman Corners, James MacDonald, Seneca and R. A. Riddell schools. The school has two self-contained special education classes as well as approximately twenty-five exceptional students in regular classes. Of these twenty-five students, five are identified gifted. We have a considerable number of E.S.L. students serviced through an E.S.L. programme.

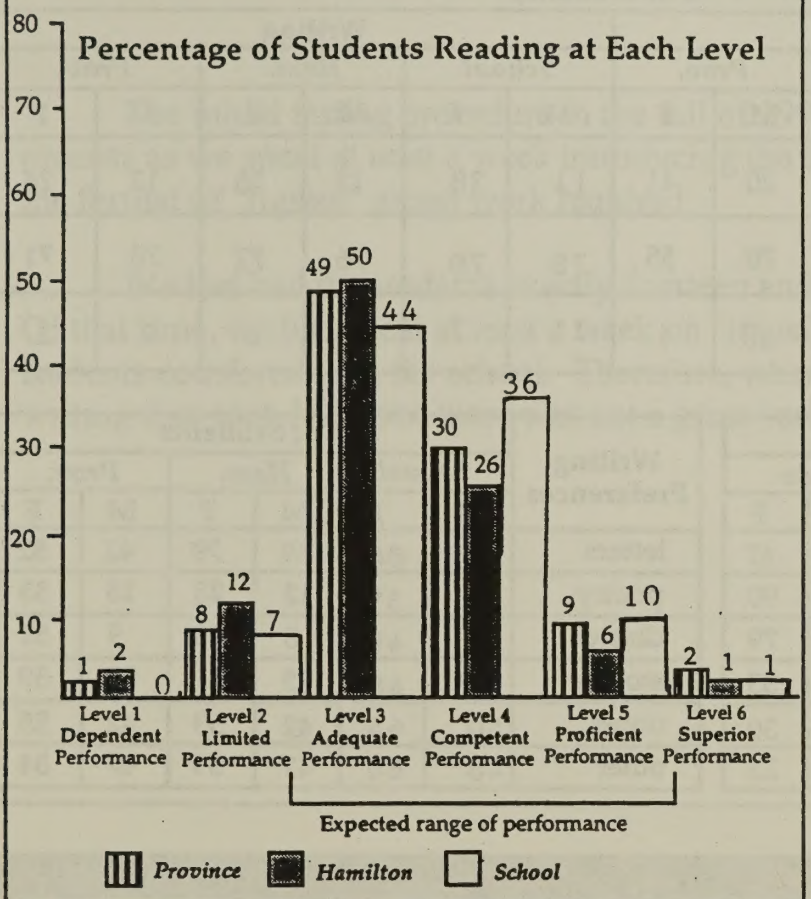
The main feeder school for MacNab is Chedoke Middle School, supplying approximately 60 to 70% of our grade nine population.

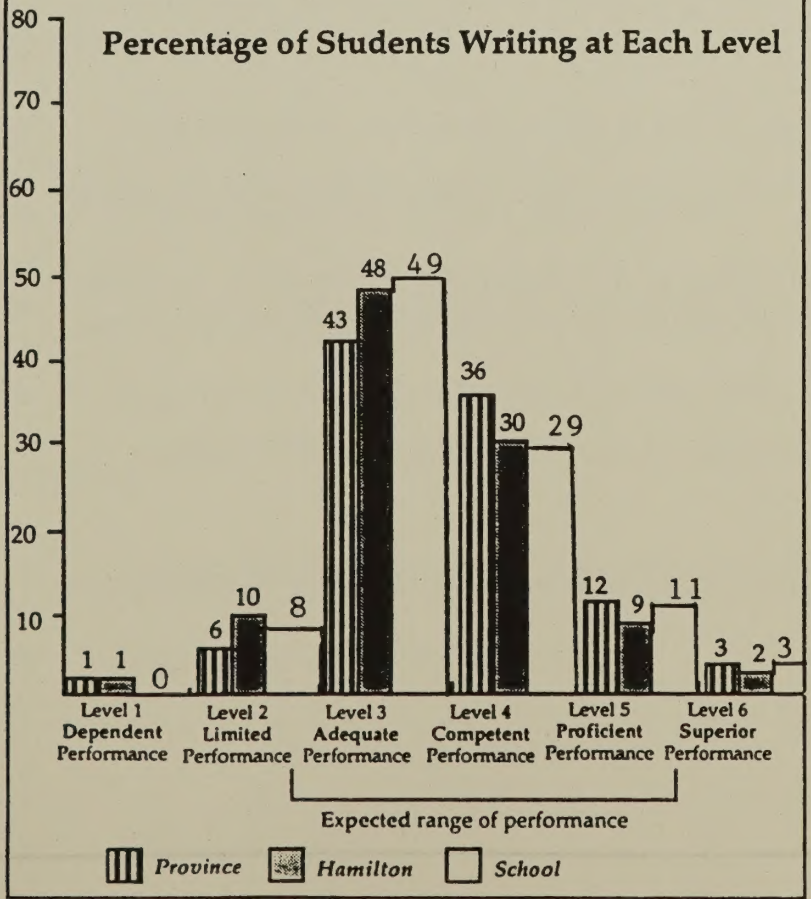
Chedoke is in an area of established west mountain homes ranging from single family dwellings, townhouses, geared-to-income rowhousing as well as large apartment complexes along Mohawk Road. The school population is diverse in socio-economic background. The feeder schools are Holbrook, Mountview, Gordon Price, Seneca and Buchanan Park.

Chedoke School's population is impacted by two self contained special education classes and one comprehensive class. It's E.S.L. population also impacts on the program.

These two main feeder schools impact on MacNab context for programming and demand a wide diversity of program content and delivery methods to address their diverse needs.

RESULTS





DESCRIPTION OF STANDARDS LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

5 Demonstrates an independent control of a wide range of reading strategies. This permits access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and interpret meaning from the simple and concrete to the complex and abstract.

4 Demonstrates control of a range of reading strategies. This permits access to texts and questions that are complex and/or sophisticated. Characterized by an ability to discern and comprehend meaning from the simple and concrete to the complex and abstract.

3 Demonstrates control of sufficient reading strategies to permit general access to texts and questions of some complexity. Characterized by an ability to discern and deal with concrete meaning and with some elements of abstract meaning.

2 Demonstrates a grasp of sufficient reading strategies to permit access to simple texts and questions. Characterized by an ability to discern and deal with concrete meaning.

1 Demonstrates enough grasp of reading strategies to permit some access to simple texts and questions. Characterized by an awareness of some concrete meaning within the texts.

6 Demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

5 Shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

4 Shows control of the elements of writing. The writing is generally integrated. The content is clear and complete.

3 Shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

2 Shows grasp of some of the basic elements of writing. The writing conveys simple ideas.

1 Shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	24	49	20	38	20	41	11	28	12	25	12	26
I sometimes enjoy...	66	47	65	56	70	55	78	70	76	72	78	71
I don't like...	10	4	14	6	10	4	11	2	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	70	63	72	60	77	67
magazines	76	86	75	85	81	90
novels	64	89	50	79	53	79
poetry	23	44	12	31	12	33
comic books	48	29	50	28	51	30
manuals	44	22	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	37	86	42	79	42	82
poetry	18	35	12	28	13	33
diaries	8	49	8	50	9	52
stories	38	48	35	41	39	39
notes	50	64	42	53	42	55
other	48	60	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

Attached.

SCHOOL COMMENTS ABOUT THE TEST

The initial testing procedure in the fall of 1993 was a difficult and time consuming process as we spent at least a week introducing the subject and introducing the students to the format of "jigsaw" group work required.

We had had the students exactly fourteen and a half days before the testing began. Of that time, we had spent at least a week on "transitions" materials in order to make the students comfortable in the school. Therefore, when it came to choosing the "best piece" of writing that each had done there was not a great variety and quantity to choose from.

ACTION PLAN

TASKS (What has to be done?)

Reading

1. Identification by middle schools of those students with inadequate reading levels.

2. In-service for MacNab L.R.T. and classroom teachers on the basics of TEACHING reading.

3. Acquisition of vocabulary appropriate reading materials such as the glossy cover, larger print, high adventure, personal conflict, low vocabulary novels that entice students to read.

   Use of Bullseye abridged classics and classic comics in the classroom.

4. Work with librarian to stock a variety of magazines for recreational reading. eg. Canadian Geographic, National Wildlife.

Writing

1. Use of senior student mentors and co-op students in the classroom to assist students.

2. Reactive writing to the literature in the forms of role playing followed by scripting for the oral student. eg. open-ended stories or re-write the ending to suit personal tastes.

3. Acquisition of writer-friendly materials like Scope Magazine, Reader's Digest monthly kits and Macleans kits.

4. Cover sheets that detail expectations of the writing task and show the marks assigned to each aspect required.

5. Increased student access to computer labs.

FUNCTIONS (How will it be done?)

Encourage reading by:

1. Giving L.R.T. support and using senior student mentors in the classroom to those students identified as inadequate readers.

2. Making appealing reading materials available both as part of the course and as recreational reading when tasks are completed.

3. Making time for student personal reading in class while teacher reading own novel acts as role model.

Encourage writing by:

1. Attendance of English Teachers at reading and writing conferences.

2. Teachers writing the assigned task along with the students for comparison and correction. (Note: this requires some risk taking and sometimes a re-evaluation of task.)

OUTCOMES (How will we know when it's done?)

Reading

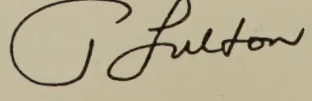
- Demonstration of understanding of plot sequence.
- Demonstration of empathy for characters.
- Show of interest and involvement in reading.
- Students value and enjoy quiet reading time.

Writing

- Demonstration of proper expository paragraph structure.
- Demonstration of narrative skills.

January 12, 1995

Principal's Signature



GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

Sir John A. Macdonald SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

SJAM has three major feeder schools: Tweedsmuir, Bennetto, and Ryerson. The first two are compensatory education schools.

"The Tweedsmuir neighbourhood is one which undergoes a great deal of change every year. Many of our pupils have several changes of school during their educational careers. It is not uncommon to find that many pupils have had eight to ten changes of schools and some even more than that ranging up to 15 or more. Also, many of our pupils come from homes that are lacking in reading materials for young teen-agers." - Al Male, Principal

"At Bennetto English is spoken as the first language in approximately 70% of our homes. We have an increasing number of immigrant students, who speak Vietnamese, Cambodian, Chinese, Spanish and Yugoslavian. From our adult population we have 33% falling below the National literacy standard. Unemployment is a problem. Approximately one in ten of our students has been identified at an I.P.R.C. One in three receives special education support." - Don Morrow, Principal

"Ryerson sends approximately 25 - 35% of its students to SJAM. About 90% of those have ESL background as we receive many from Hess St. School. Some of these students excel in academics and in work habits." - Orv Burlanyette, Principal

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

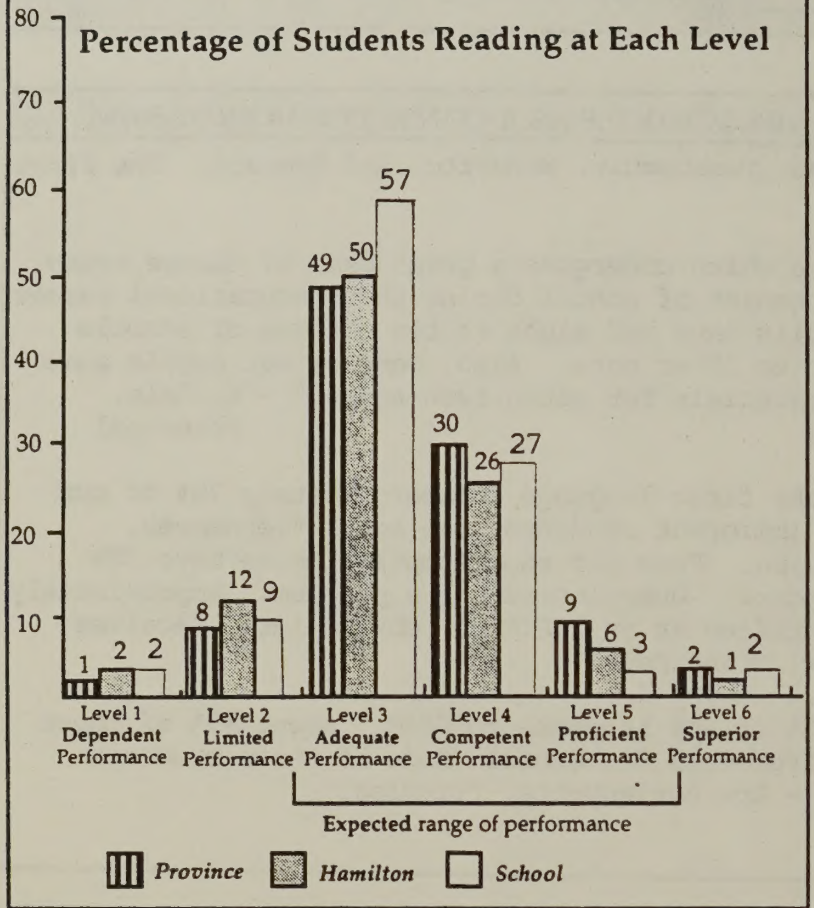
	30 Sept. '93	30 Sept. '94
Total school population	1416	1303
# grade 9 students	225	148
# grade 9 English classes	9	7

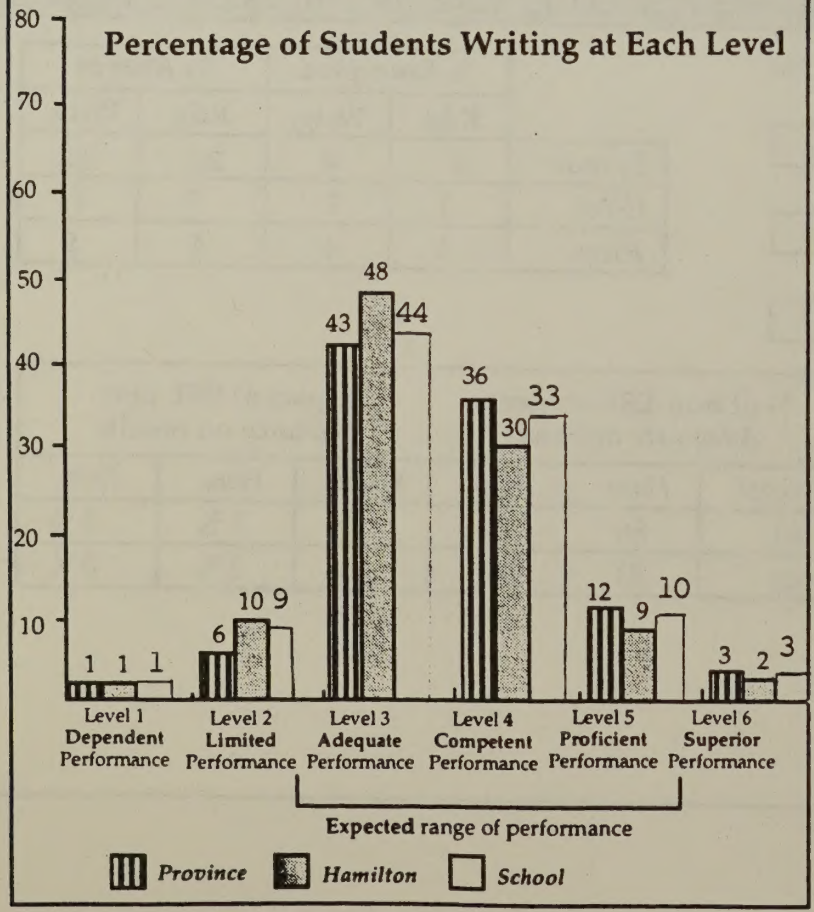
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	4	4	22	26
Ham.	1	1	7	14
Prov.	4	4	4	9

	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	89	83	90	91	86	91	2%	3 %	1 %
Writing	90	89	94	95	91	94	5%	2 %	0 %

Other pertinent demographics:

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	21	43	20	38	20	41	13	19	12	25	12	26
I sometimes enjoy...	65	54	65	56	70	55	76	78	76	72	78	71
I don't like...	14	3	14	6	10	4	11	3	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	69	45	72	60	77	67
magazines	73	77	75	85	81	90
novels	49	77	50	79	53	79
poetry	17	31	12	31	12	33
comic books	55	40	50	28	51	30
manuals	38	31	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	47	74	42	79	42	82
poetry	14	21	12	28	13	33
diaries	16	56	8	50	9	52
stories	36	49	35	41	39	39
notes	43	48	42	53	42	55
other	46	57	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

Tweedsmuir, Bennetto and Ryerson all provide daily opportunities for students to read a wide range of materials for a variety of purposes and in a variety of formats.

All three middle schools provide daily opportunities for students to share observations, ideas and feelings both orally and in a variety of written formats.

Teachers at SJAM attended the in-service and administered the test as instructed, encouraging the students to do as well as possible.

ACTION PLAN

Two meetings were held last year involving the grade 7 and 8 teachers in the middle schools and the grade 9 English teachers at SJAM. Information was shared regarding what daily reading and writing activities take place at each grade level. The learning outcomes in the Common Curriculum were also reviewed and there was significant discussion as to which are handled at each grade level.

We will continue to take advantage of future P.D. activities to refine the above initiatives.

At SJAM, under our school planning process, the staff collectively is working towards refocusing SJAM's reading and writing expectations.

12 January 95
date

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

SIR WINSTON CHURCHILL SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

FEEDER SCHOOLS - BALLARD, VISCOUNT MONTGOMERY, HILLCREST

Students are drawn from a very mixed community with a significant number being drawn from a less-affluent socio-economic range. Some of the data suggests that reading and writing skills are not habitually practiced or reinforced outside school. Students tend to be " mainstream " academically.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

	Sept. '93	Sept. '94
Total school population	939	920
# grade 9 students	151	190
# grade 9 English classes	8	8

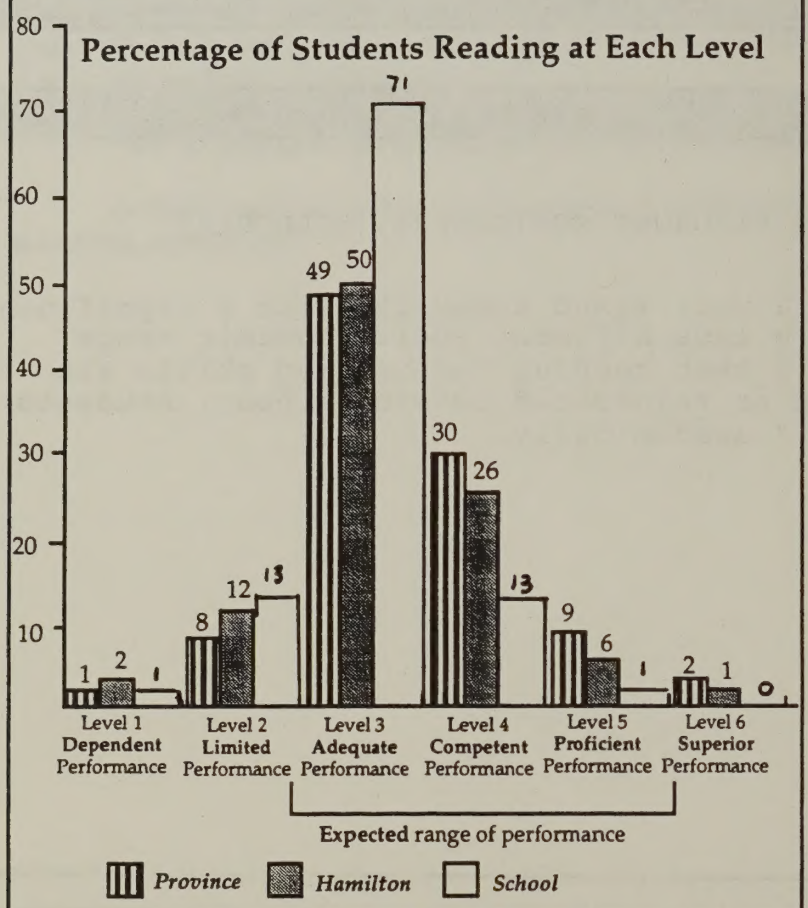
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	0	0	1	7
Ham.	1	1	7	14
Prov.	4	4	4	9

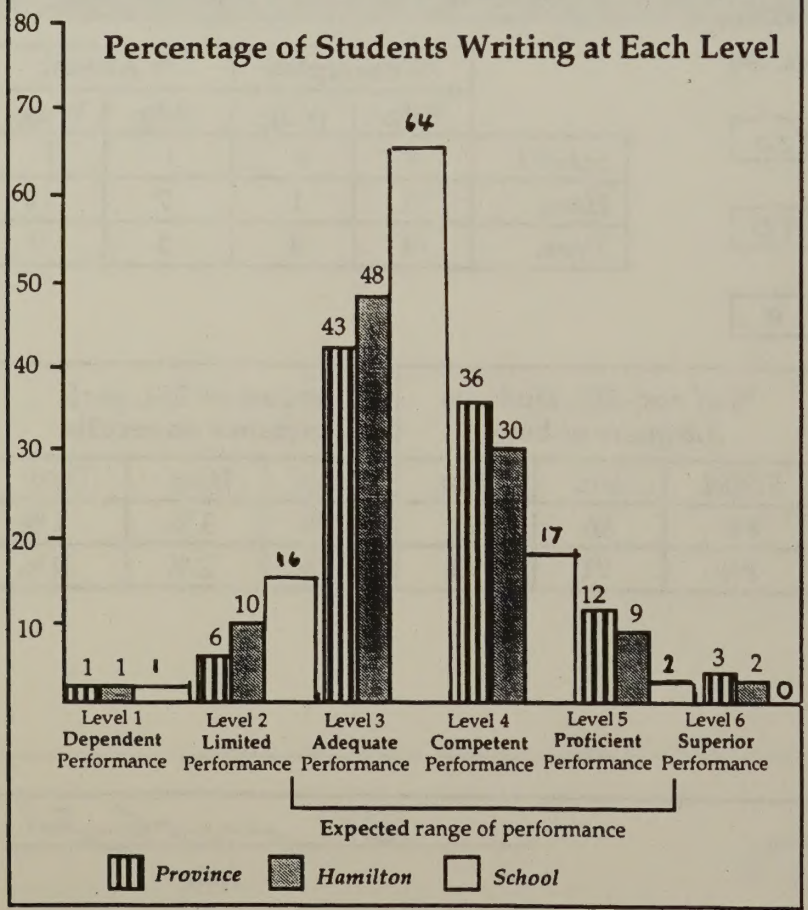
	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	85	83	90	88	86	91	3 %	3 %	1 %
Writing	83	89	94	84	91	94	1 %	2 %	0 %

Other pertinent demographics:

2

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	20	30	20	38	20	41	17	26	12	25	12	26
I sometimes enjoy...	66	65	65	56	70	55	77	73	76	72	78	71
I don't like...	14	5	14	6	10	4	6	1	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	71	65	72	60	77	67
magazines	77	91	75	85	81	90
novels	42	68	50	79	53	79
poetry	8	33	12	31	12	33
comic books	46	30	50	28	51	30
manuals	60	34	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	49	92	42	79	42	82
poetry	11	29	12	28	13	33
diaries	12	61	8	50	9	52
stories	28	44	35	41	39	39
notes	49	70	42	53	42	55
other	46	68	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

Both teachers and students indicated that the topic " Food " was not of sufficient interest.

There were some concerns about the timing and time frame of the test administration.

ACTION PLAN Draft #1

TASKS	ROLES	FUNCTIONS	TIMELIMES	OUTCOMES	COMMENTS
analyze MOE data for the 1993/94 test	principals Head Teachers	Review data for strengths and weaknesses of students and curriculum/delivery	Jan - April 1995	Usable data to base plans on	
Analyze MOE data for the 1994/95 test	Principals Head Teachers	Expand on and validate the 1993-94 data	April- May 1995	Expanded (more valid ?) data	
Review the curriculum, delivery Grades 6,7,8,9	Principals Head Teachers	Develop needed changes	April-June 1995	Appropriate curriculum and delivery	Implement Sept 1995
Monitor Grade 9 English results 1995-1996	Principals Head Teachers		1995-1996	Improvement in reading and writing skills and habits	

N.B. This plan is only at a very preliminary stage of development. Discussions yet to take place between Churchill and feeder schools.

January 11, 1995
date

principal's signature

ACTION PLAN

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

Westdale Secondary School — SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

Westdale Secondary School receives the majority of its Grade Nine students from Dalewood Elementary School and Ryerson Elementary School. Because Westdale provides a French Immersion program, it also receives students from Glen Brae Elementary School and Norwood Park Elementary School. Westdale's music program also attracts a small number of students from various schools in the city.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

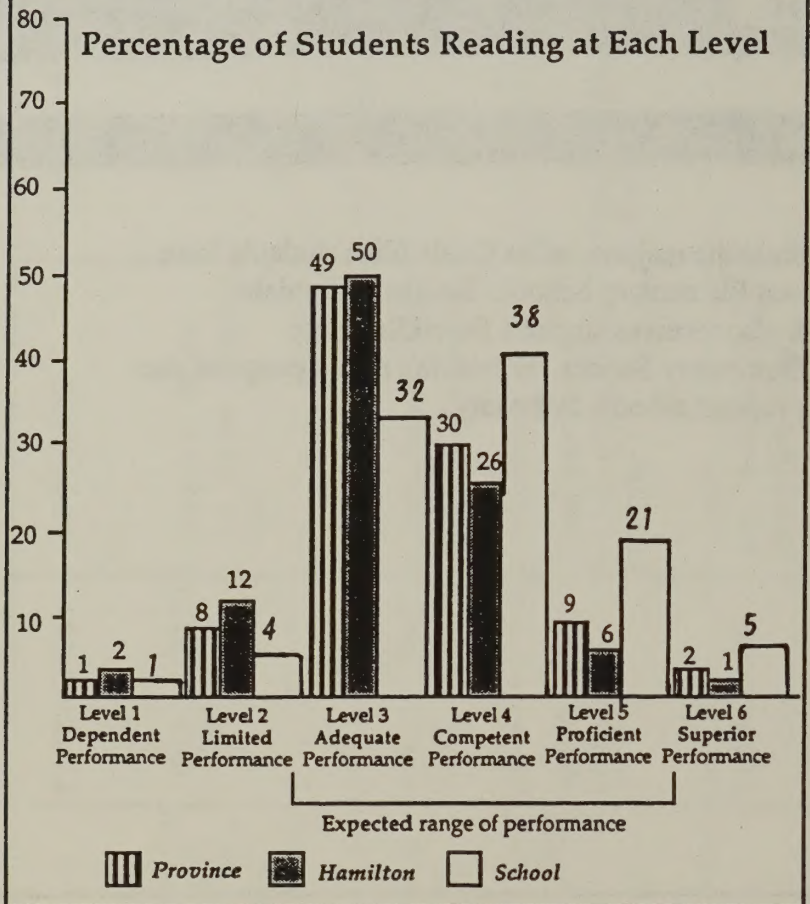
	Sept. '93	Sept. '94
Total school population	1405	1361
# grade 9 students	363	322
# grade 9 English classes	12	13

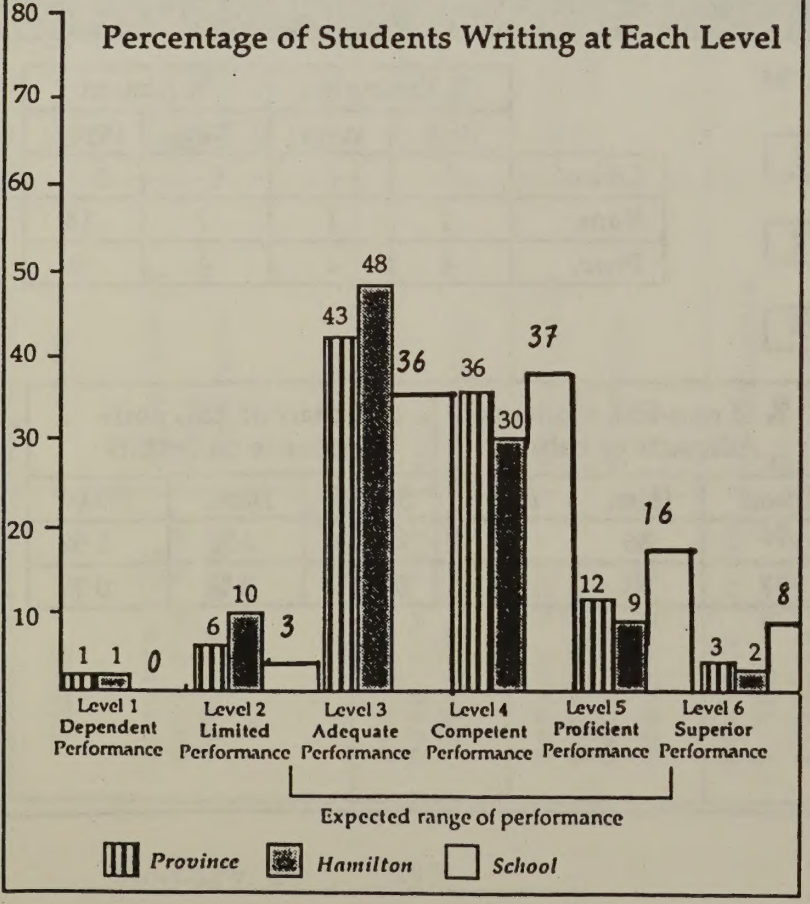
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	1	1	2	3
Ham.	1	1	7	14
Prov.	4	4	4	9

	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	96	83	90	96	86	91	0 %	3 %	1 %
Writing	97	89	94	97	91	94	0 %	2 %	0 %

Other pertinent demographics:

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

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STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	29	47	20	38	20	41	18	32	12	25	12	26
I sometimes enjoy...	63	49	65	56	70	55	73	67	76	72	78	71
I don't like...	8	4	14	6	10	4	9	2	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	77	69	72	60	77	67
magazines	82	85	75	85	81	90
novels	66	90	50	79	53	79
poetry	14	28	12	31	12	33
comic books	41	29	50	28	51	30
manuals	50	16	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	56	83	42	79	42	82
poetry	15	28	12	28	13	33
diaries	6	45	8	50	9	52
stories	31	43	35	41	39	39
notes	56	64	42	53	42	55
other	56	61	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

ACTION PLAN

During second semester 1994-95 the English Head will share the 1993-94 test results with representatives from the feeder schools and with the members of the Westdale cabinet.

During second semester 1994-95 the Principal and English Head will discuss with feeder school Principals and teachers the implications of the test results. We plan to initiate regular meetings of elementary and secondary teachers so that we can all focus on the implementation of Transition Years Learning Outcomes.

Westdale and the feeder schools will collaborate in reviewing and developing school-wide reading and writing programs which will strive to ensure that the majority of our students enter grade 10 as competent readers and writers.

1995 01 17

date

M. Bowman

principal's signature

GRADE 9 PROVINCIAL READING AND WRITING TEST 1993-4

WESTMOUNT SECONDARY SCHOOL

NATURE OF THE MIDDLE AND SECONDARY SCHOOLS AS A CONTEXT FOR PROGRAM

Westmount and its feeder schools are in a well-established neighbourhood of largely middle class homes. Westmount is organized on a self-paced, independent model which stresses personal responsibility for learning. A very large proportion of our students are bound for post secondary school. We are the site of the congregated gifted programming for the Mountain and have an ESL population which is growing rapidly at the grade nine and middle school level.

SECONDARY SCHOOL DEMOGRAPHICS & PARTICIPANTS IN THE GRADE 9 TEST

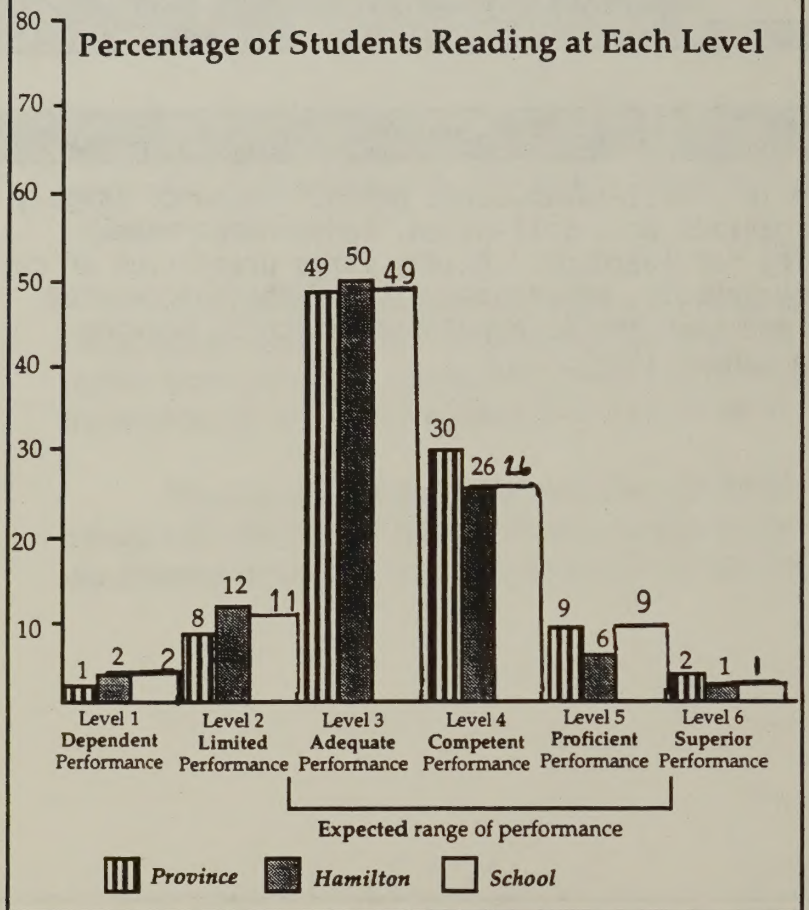
	Sept. '93	Sept. '94
Total school population	750	800
# grade 9 students	167	221
# grade 9 English classes	5	7

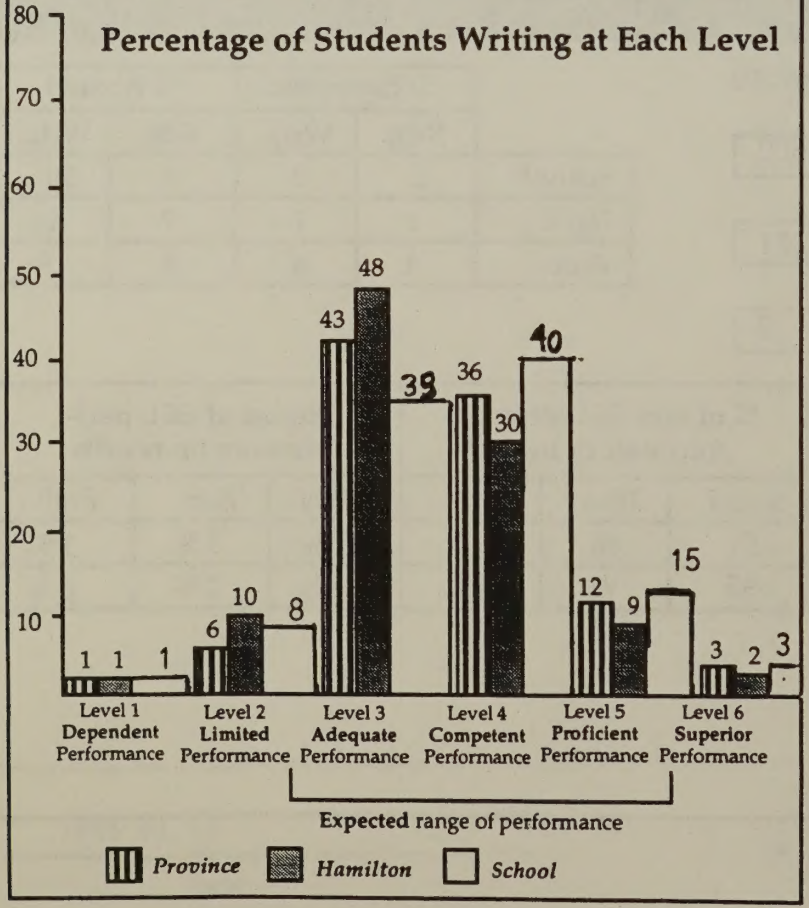
	% Exempted		% Absent	
	Rdg.	Wrtg.	Rdg.	Wrtg.
School	2	2	4	10
Ham.	1	1	7	14
Prov.	4	4	4	9

	% of students *Adequate* or better			% of non-ESL students *Adequate* or better			Impact of ESL performance on results		
	School	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*	*School*	*Ham.*	*Prov.*
Reading	86	83	90	91	86	91	5 %	3 %	1 %
Writing	90	89	94	93	91	94	3 %	2 %	0 %

Other pertinent demographics:

RESULTS





DESCRIPTION OF STANDARDS: LEVELS 1-6

6 Demonstrates an independent command of a wide range of reading strategies. This permits secure access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and deal insightfully with meaning from the simple and concrete to the most complex and abstract.

5 Demonstrates an independent control of a wide range of reading strategies. This permits access to texts and questions that are complex and sophisticated. Characterized by an ability to discern and interpret meaning from the simple and concrete to the complex and abstract.

4 Demonstrates control of a range of reading strategies. This permits access to texts and questions that are complex and/or sophisticated. Characterized by an ability to discern and comprehend meaning from the simple and concrete to the complex and abstract.

3 Demonstrates control of sufficient reading strategies to permit general access to texts and questions of some complexity. Characterized by an ability to discern and deal with concrete meaning and with some elements of abstract meaning.

2 Demonstrates a grasp of sufficient reading strategies to permit access to simple texts and questions. Characterized by an ability to discern and deal with concrete meaning.

1 Demonstrates enough grasp of reading strategies to permit some access to simple texts and questions. Characterized by an awareness of some concrete meaning within the texts.

6 Demonstrates a confident command and integration of all the elements of writing. The content is often strikingly creative and imaginative.

5 Shows an effective control and integration of all the elements of writing. The content is thoughtful and thorough.

4 Shows control of the elements of writing. The writing is generally integrated. The content is clear and complete.

3 Shows control of most of the elements of writing. Some integration is apparent. The content may be simple or unoriginal.

2 Shows grasp of some of the basic elements of writing. The writing conveys simple ideas.

1 Shows a minimal grasp of some of the basic elements of writing. The content conveys unconnected or fragmented ideas.

STUDENT ATTITUDES TO READING AND WRITING BY GENDER

Attitudes	% of Students											
	Reading						Writing					
	School		*Ham.*		*Prov.*		*School*		*Ham.*		*Prov.*	
	M	F	M	F	M	F	M	F	M	F	M	F
I Enjoy...	27	44	20	38	20	41	14	16	12	25	12	26
I sometimes enjoy...	55	50	65	56	70	55	72	75	76	72	78	71
I don't like...	18	6	14	6	10	4	15	9	12	4	9	2

Reading Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
newspapers	76	60	72	60	77	67
magazines	85	90	75	85	81	90
novels	52	81	50	79	53	79
poetry	14	25	12	31	12	33
comic books	60	16	50	28	51	30
manuals	51	21	46	23	45	23

Writing Preferences	% of Students					
	School		*Ham.*		*Prov.*	
	M	F	M	F	M	F
letters	45	75	42	79	42	82
poetry	11	20	12	28	13	33
diaries	5	42	8	50	9	52
stories	42	38	35	41	39	39
notes	47	52	42	53	42	55
other	52	50	47	54	47	54

SCHOOL COMMENTS ABOUT THE TEST

The Westmount English teachers have several concerns about this "test":

* "authentic" testing such as this has been largely discredited
* the assumption is made that all students will do their best on the test and, despite the teachers' best efforts, this is frequently not the case
* the length of the test militates against maintaining enthusiasm among the students
* there are too many students rated level 3, probably because the level encompasses too wide a range and the markers are not sufficiently experienced
* the test materials themselves contain mechanical errors; e.g. the wrong form of "horde" in one passage
* too many submissions which were almost complete were not graded
* the administration, reporting and follow-up imposes an enormous burden on teachers for no benefit
* the test takes more time from a subject already being asked to do three times as much in half the time

ACTION PLAN

In general, the English department at Westmount is satisfied with the grade nine results. Despite our reservations about the validity of the test, it would seem fair to say that our feeder schools are doing a better than average job of preparing our incoming students.

We are, however, still trying to improve and are in the process of implementing the following actions:

- working with feeder schools to identify at-risk students in English and Mathematics
- administering a screening test to all incoming grade nine students to identify other at-risk students who should be part of this group
- timetabling these students in a special all year class with a ratio of one computer for every two students
- revising the grade nine English course
- enlisting parent and peer volunteers to work with the weakest students
- meeting with interested parents on January 18 to discuss the English programme at Westmount and to clarify our expectations of the students

January 12, 1995
date

principal's signature

Appendix D:
Summary of the Testing Process

- Before the test was administered, students and their parents or guardians received a brochure explaining the test, and teachers received material that they could use in the classroom to familiarize students with the kinds of assignment that would be on the test. Grade 9 teachers across the province were given workshops to prepare them to administer the test.

- *The Grade 9 Reading and Writing Test* was designed to be integrated into the day-to-day activities in the classroom. The students worked through a unit that took approximately ten seventy-minute classroom periods to complete. The unit, which was on the topic of food, contained a variety of materials and activities, including group activities.
  Students completed the reading part of the test in two periods. In each period they received one reading booklet and one question booklet. They read a number of passages, including stories, articles, and advertisements, ranging from simple to complex, and answered both multiple-choice and written-response questions of varying levels of difficulty. To answer these questions students had to interpret the content of what they had read, and to evaluate and extend or apply it in various ways.
  Students also submitted a writing portfolio containing three pieces of writing – two assigned pieces that they completed during the course of the unit and one "best piece" that they chose from the writing they had done as part of their school work. The assigned writing consisted of a personal response to a poem chosen from among several that they had read and discussed in the unit, and either a story or a supported opinion based on a situation generated by activities in the unit.

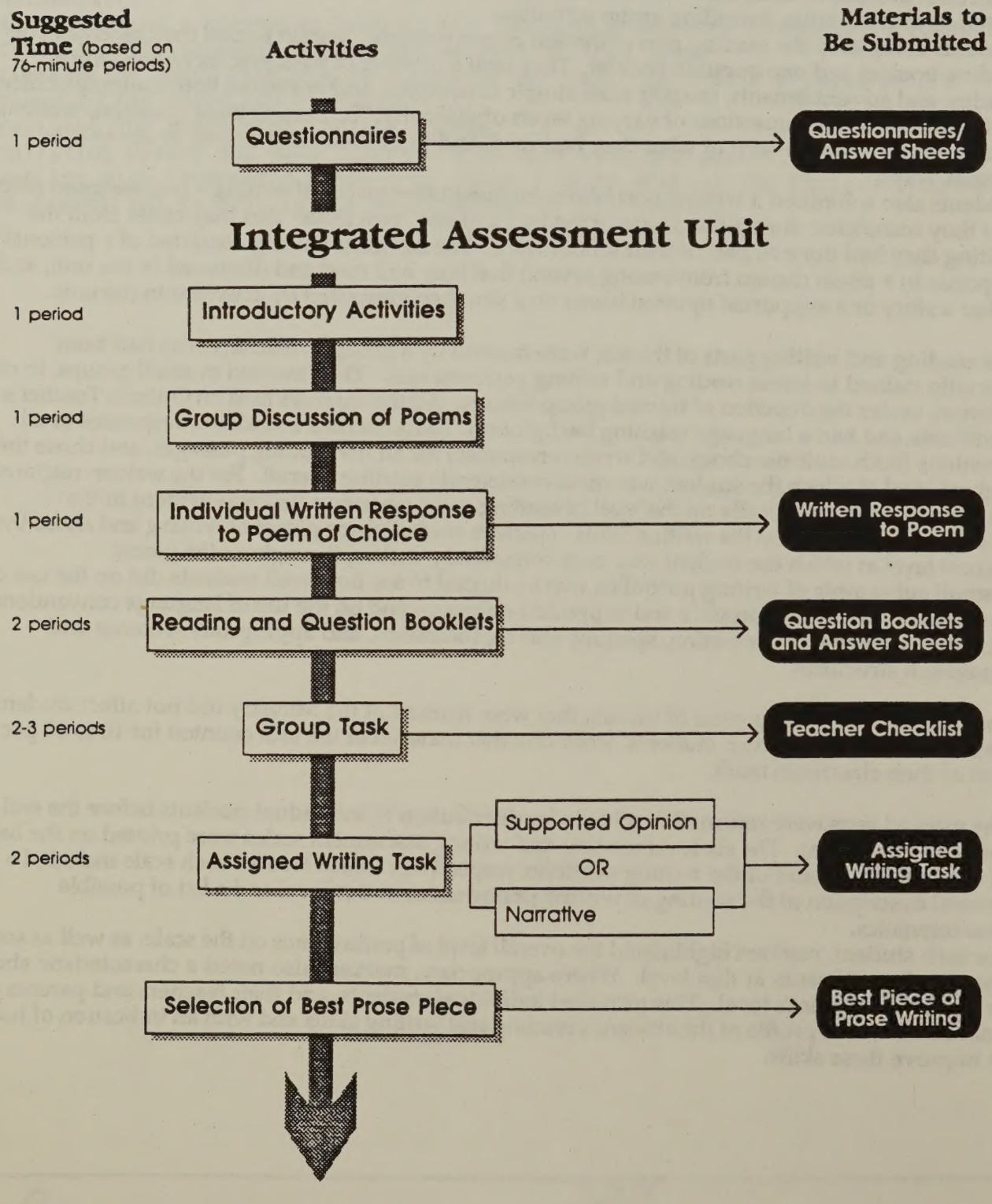
- The reading and writing parts of the test were marked by a group of teachers who had been specially trained to assess reading and writing performances. They marked in small groups, in one location, under the direction of trained group leaders. All the markers held an Ontario Teacher's Certificate and had a language teaching background. Markers read a student's responses to all questions (both multiple-choice and written-response) for all the reading passages, and chose the highest level at which the student was most consistently reading overall. For the written responses, markers focused specifically on the level of reading comprehension that was evident in the responses rather than on the writing skills. Markers read all three pieces of writing and chose the highest level at which the student was most consistently writing throughout the pieces.
  A small subsample of writing portfolios was evaluated to see how well students did on the use of two kinds of writing – narrative and supported opinion – and on the use of language conventions, including grammar, punctuation, spelling, and capitalization, and appropriate sentence and paragraph structures.

- The reading and writing parts of the test that were marked at the Ministry did not affect students' classroom mark. However, students' work on other material in the unit counted for 10 to 15 per cent of their classroom mark.

- The marked tests were returned to schools for distribution to individual students before the end of the semester or year. The six-level reading and writing assessment scales were printed on the back of the test booklet and of the writing portfolio, respectively. Each level of each scale included a general description of the reading or writing performance at this level and a list of possible characteristics.
  For each student, markers highlighted the overall level of performance on the scale, as well as some specific characteristics at that level. Where appropriate, markers also noted a characteristic above or below the student's level. This provided individual students, and their teachers and parents or guardians, with a profile of the student's reading and writing skills and with an indication of how to improve these skills.

Summary of the Testing Process (continued)

Grade 9 Test Activities



URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1995

AGENDA

PROGRAM COMMITTEE

1995 04 06

Confirmation of the minutes of the regular meeting of 1995 03 02.

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

1. Implementation Plan for "Magnet" programs and courses – Motion to defer to 05.95

2. Verbal Report re Partnerships with Ministries of Community and Social Services and Healthre Essential Services for Needy and High–Risk Students

3. Report on the Plan for the System–wide Implementation of Information Technologies **Pages 1 to 12**

NEW BUSINESS:

1. Adult and Continuing Education Annual Report **[Will be placed in Trustees' Lockers, week of 1995 04 03]**

2. Report on the Alternative Co–op Education Pilot Project between Amity Goodwill Industries, The Board of Education for the City of Hamilton and Vocational Rehabilitation Services **Pages 13 to 38**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Native Studies Survey **Pages 39 to 61**

NEW BUSINESS:

1. Presentation – Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program **See Separate Package**

Date: 1995 04 06

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program
P. Gillie, Superintendent of Administrative and Opertional Services

Re: Report on the Plan for the System-wide Implementation of Information Technologies

Report: Information/decision

Background:

At the November 3, 1994 Program Committee meeting the following motion was approved:

> "That the Director establish a committee to develop a comprehensive plan which includes the Dr. Harry Paikin Library for the system-wide implementation of information technologies with a report back to the Program Committee by March 1995."

In reviewing initiatives currently in place it is clear that there are plans to achieve system-wide technological implementation. A Steering Committee to support the work of those involved with information technologies would ensure that the goals are advanced.

Issue:

To provide trustees with information requested at the November 3, 1994 Program Committee meeting regarding a plan for the system-wide implementation of information technologies.

Recommendations:

1) That the Report on the Plan for the System-wide Implementation of Information Technologies be received for information.

2) That an Information Technologies Steering Committee composed of the Director, trustees, senior officials, school administrators, federation, parent and community representatives be established by May, 1995 to direct the system-wide implementation of information technologies and report back to the Program Committee by January, 1996.

Rationale:

Appendices I - VI detail the plans to date for system-wide implementation of information technologies. The Information Technologies Steering Committee will serve as an "umbrella committee" to consolidate existing information and direct system-wide implementation.

Appendices:

Appendix	I	IIS
Appendix	II	Classroom Computers
Appendix	III	Dr. Harry Paikin Library
Appendix	IV	Administrative Services Reorganization
Appendix	V	Program Services Reorganization
Appendix	VI	Goals for Achieving Technological Implementation

REFERENCE: IIS Strategic Plan 1992 - 1996 ; Pages 13,14, 33, 34, 35, 36

KEY SYSTEMS	KEY TASKS AND TIMES		STATUS	GOAL FOR 1994	UPDATE DEC. 94
Reference : P. 13	UPGRADE TO BE DONE BY Reference : P.	NEW APPLICATION TO BE DEVELOPED BY 34, 35,36	Reference : P. 33	Subject to Revision	
F I S					
PHASE ONE					
• **Payroll**	93	94/95	current priority testing screens and systems	run first pay by open of 2nd quarter develop transaction systems to support Payroll	Input phases need testing. Development of final phase underway and will be completed as testing completed.
PHASE TWO					
• **Reporting and Budgeting**					
Budget, Purchasing, Accounts Payable, General Ledger, Assessment, Work Orders, Energy, Warehousing,	93 and 94		only short term capabilities, schools have Budget online, no direct entry	• Request for Proposal to go a.s.a.p. • address in short term paper process • complete development of one foundation application to the prototype stage in order to pilot by end of 94	D. Sage & L. Dixon now working on processes, software acquisition and modifications to existing systems
Grants Subsidies, Property and Insurance		93 and 94	not started	as above	
Transportation,		93 and 94	- basic support thru SIS - tri-board sharing talks	merge S.I.S. with mapping system for routing and scheduling	At Board committee
PHASE THREE					
• **Analysis and Control**					
Forecasting		94/95	to be determined	include in Request for Proposal	As Above
Program Costing and Monitoring		94/95	to be determined	include in Request for Proposal	
Audit		94/95	to be determined	include in Request for Proposal	
E I S					
PHASE ONE					
Staffing/Position Control	92		in pilot use	bring to full use	Done
Leaves/Absence Management	92		- in operation - being refined with use	monitor and refine	Done
Time and Attendance Monitoring		92			
Wage and Salary Administration	92		in use	updating from Ministry of Education Files	Done - some data verification still needed
Benefits Administration		92	W.C. B. testing	pilot and bring to full use	Some benefits screens require work. WCB recording now networked within HR for information sharing.

KEY SYSTEMS	UPGRADE	NEW APPLICATION	STATUS	GOAL FOR 1994	UPDATE OCT. 94
E I S cont.					
PHASE TWO					
Job Evaluation/Clarification	93		ready for use	Human Resources Department will need to review application priorities within restructured organization and current Human Resource needs	HR now making decisions regarding these areas
Employee Records	93		ready for use		
Collective Bargaining/ Contract Maintenance	93		to be determined		
Skills/ Qualifications Inventory	93		to be determined		
Employment Application Management		93	to be determined		
Applicant Tracking/ Employment Equity		93	to be determined		
Supply Staff Dispatching		93	acquisition in progress	target implementation Fall 94	
Staff Training and Development Monitoring		93	to be determined	priority review	
Performance Management		93	to be determined	priority review	
S I S					
PHASE ONE					
Download to Microcomputer	92		available and in use	all to be reviewed within role of Research within the mandate of Administrative Services	not widely used yet
School Timetabling	92		in use		
Curriculum Resources Scheduling		92	not done, resources need to be catalogued		
Single Student Scheduling		92	in use in Guidance Offices		Done
PHASE TWO					
Coop Tracking	94		preliminary work done		
Special Services	94		to be determined		
Examiniation Scheduling		94	to be determined		
CLIENT DEPARTMENTS					
Staff development and training	ongoing	ongoing	low priority support	needs to be major goal to enable effective Need is starting to be understood. across the System Implementation	Have started to work with secretaries. Devloping plan for implementation.
Process Streamlining and cross department teams	ongoing	ongoing	low priority support		
COMPUTER SERVICES					
Daily operational maintenance	ongoing	ongoing	hard to meet demand	review and reprioritize	Hiring of staff specified in plan
Development of new Systems	ongoing	ongoing	close to schedule	complete E.I.S. by Fall	98%
Implementation Planning	ongoing	ongoing	broken front	review and renew System Goal	
NEW ISSUES					
Social Contract Reports			requires full time support	continue to support over life of Social Contract	Doing
Student Attendance			not effectively used	review philosophy to improve uses	Survey done
Transition Years Course Tracking			S.I.S. Coordinator doing	must continue work	
Student Records			S.I.S. Coordinator doing	must continue work	
Integration: telephone & computer technology			need is recognized	Administrative Services mandate	Done - in Admin Serv. reorg plan
School Profiles for Accommodation			data modelling done	prototyping is next step when priority decided	Not Done
Restructuring Processes			ongoing	change business process with training	Not done

APPENDIX II

Classroom Computer Group GOAL FOR 1995 - PRIORITIES

A. A Picture of the Problem

- obsolescence
- follow through to the end of a purchase cycle
- infrastructure and dramatic change in and pressure for network technology and converging technologies
- software maintenence
- Human Resources to Support instruction and non instruction
- Facilities (furniture, room conditions such as temperature)
- Program Goals

B. A Plan to Improve the Picture

- Three Years is the limit (technologies currently change at a rate of every 18 months)
- Overall three year plan must be consistent for both Elementary and Secondary
- The route to achieve the plan across the system will vary for both Elementary and Secondary in relation to the nature of the school type and the progression of program needs in the curriculum

C. The Price Tag

- over three years upwards of 20 million dollars to address program, people, product, plant for all of our schools, a plan for financing will be necessary
- an understanding of the current operation , how administrative and instructional processes are blending, and the overall technical infrastructure will point out how existing budget monies can be redirected to achieve the 21st century learning environment desirable for our students

Network Infrastructure To Support Growing Classroom Needs

APPENDIX III

THE DR. HARRY PAIKIN LIBRARY

The Electronic Library of the 21st Century

The following key factors are excerpts from the 1994 11 03 Report to the Program Committee.

SHORT RANGE

Information Networks (i.e. Internet, Freenet, Gonet)

Networks are collections of 1000's of interconnected computer networks around the world that make it possible to share information almost instantly. These major global electronic infrastructures allow libraries to access other library collections and numerous costly resources instantaneously.

- the Paikin Library will keep abreast of resources available on these networks and will play a key role in the packaging and distributing of electronic resources to board employees.
- the Paikin Library will act as a central resource for the board and facilitate access to these network resources by organizing information specific to our user community.

Central CD ROM Site

The Dr. Harry Paikin Library serving as the central site for CD ROM products, could be accessed by the schools and individual board departments, rather than individual sites purchasing their own CD's.

- a centralized site will ensure equity of access.
- expensive, but necessary resources could be accessed centrally, avoiding unnecessary duplication.
- the professional library would become a pilot and test site for new CD ROM resources.

Amalgamation of HBE Library Services

- standardize procedures and consolidate operations among the professional library, Media Library, Kit Services and software library and existing daily distribution service.
- begin to develop an integrated, online catalogue of system-wide library resources for classroom support as well as for professional use.

LONG RANGE

- establish a co-operative venture with Brock University Faculty of Education with respect to students using the resources and services of the professional library.
- amalgamate Hamilton Board of Education library services with neighbouring board(s).
- develop a teacher resource centre serving teachers from a variety of boards.
- establish a consortium among local boards to share electronic resources.

APPENDIX IV

FUNCTIONS ASSOCIATED WITH ADMINISTRATIVE SERVICES

In reviewing operations in Administrative Services, a number of operations were found to be incomplete. Parts of them are carried out in other Superintendencies. In some instances this compartmentalization results in staggered decision making. While not all operations can be totally self contained there are areas that could be integrated. The following table summarizes areas of overlapp.

SUPERINTENDENCY	OPERATION	ASSOCIATION WITH ADMINISTRATIVE SERVICES
Director	Policy and Procedure Public Relations	production and distribution publishing
Finance	Assessment, Accounting and Budget Rentals, Properties Transportation Warehouse	Research , non resident pupil tracking average daily enrolment calculation room bookings where fee charged Accommodation School Boundary, enrolments Distribution and records storage
Human Resources	F.O.I. R.R. & E. Equity Supply Calling	distribution and records storage research, demographics, surveys Dispatch
Program	kit services A.V. Library Student Records Transcripts Library Services	Distribution Distribution Document Management Database Student Information System Technical Infrastructures
Schools	school operations	accommodation, boundary, surveys
Plant	security parking lot electrical maintenance	switchboard system , panel count money from receipts wiring and cabling accommodation

Some recommendations for reorganizing in Administrative Services are based on integrating now or in the near future some of these operations into one service under one level of supervision. In some cases the operation will be better placed into another Superintendency. Managers across Superintendencies are examining these possibilities.

PROJECT TEAMS: AREAS OF FOCUS

Appendix V

to be effective September 1995

LITERACY
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- provincial standards in grades 3, 6, 9 in language
- future outcomes and standards for JK - secondary education
- Literacy Across the Curriculum Policy - (language, media, technology and the arts)
- results of the Grade 9 Reading and Writing Review and the Grade 12 Writing Review
- early intervention - grade 1 - 3 (reading and writing)
- remediation

NUMERACY AND PROBLEM SOLVING
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- provincial standards in grades 3, 6, 9 in mathematics
- future outcomes and standards for JK - secondary education
- results of previous provincial and national reviews
- scientific and technological principles of investigating, explaining and decision making
- use of a variety of methods and processes to solve problems

ASSESSMENT EVALUATION AND REPORTING
- learning outcomes of the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- teaching / learning strategies in assessment, evaluation and reporting
- review of testing programs in the system
- provincial common reporting system
- Communication of Assessment Results Policy
- promotion procedures
- student profiles
- provincial and Board reviews

NOTE: Within the composition of the seven project teams, there will be one or more persons who have expertise in subjects, programs or divisions from JK - 12 / OAC.

INFORMATION SKILLS AND TECHNOLOGY
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- instructional use of computers across the curriculum
- information skills instruction in an integrated curriculum through different kinds and sources of information (e.g., print materials, video, art, photography, multi media electronic information, etc.)

SOCIAL & INTERPERSONAL SKILLS
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- personal and social awareness
- conflict resolution strategies
- anger management strategies
- peer mediation techniques
- restraint procedures
- classroom discipline techniques
- behaviour modification
- personal counselling
- alternative programs
- violence prevention

STUDENT SERVICES & COMMUNITY LINKAGE
- learning outcomes in the revised Common Curriculum (Grades 1 - 9)
- future outcomes and standards for JK - secondary education
- career information and planning
- student retention
- wellness and healthy living
- school-to-work transitions
- entrepreneurialism
- Environmental activities
- community linkage
- social and personal studies
- societal issues
- student Bursaries
- parent councils

EARLY CHILDHOOD EDUCATION
- child care
- JK and K resource to teachers
- preschool community liaison
- special needs students
- early identification and intervention
- Child Care Policy

PROPOSED PROGRAM SERVICES 1995/96

SUPERINTENDENT OF PROGRAM

Secretaries
Total 28.8

ASSISTANT SUPERINTENDENT OF PROGRAM

EARLY CHILDHOOD EDUCATION
- Team Leader 1
- ***Child Care Program Leader 1***

LITERACY
- Team Leader 1
- Consultant(s)/ Special Assignment(s)

NUMERACY AND PROBLEM SOLVING
- Team Leader 1
- Consultant(s)/ Special Assignment(s)

ASSESSMENT EVALUATION AND REPORTING
- Team Leader 1
- Program Research Analyst 1
- Consultant(s)/ Special Assignment(s)

INFORMATION SKILLS & TECHNOLOGY
- Team Leader 1
- Consultant(s)/ Special Assignment(s)

SOCIAL & INTERPERSONAL SKILLS
- Team Leader 1
- Adjustment Consultants 5
- Social Worker - SALEP Special Needs 1
- Social Workers 12.5
- Consultant(s)/ Special Assignment(s)

STUDENT SERVICES & COMMUNITY LINKAGE
- Team Leader 1
- Consultant(s)/ Special Assignment(s)
- Athletic Convener 1

ADULT AND CONTINUING EDUCATION (3)
- Principal 1
- Administrator 1
- Community School Leader 1

LEARNING RESOURCES (1)
- Kit Services - Administrator 1

MEDIA IN EDUCATION (2.5)
- Media Librarian 1
- Multi-Media Technician 1
- Media Assistant .5

PAIKIN LIBRARY (4)
- Head Librarian 1
- Research Librarian 1
- Library Technicians 2

SPECIAL EDUCATION SERVICES (38.75)
- Supervisor 1
- Consultants 5
- Developmental Specialist 1
- Job Coach 1
- *****Vis. Impaired Resource Teacher 2***
- ***** Section 27 Teachers 28.75***

PSYCHOLOGICAL SERVICES (12)
- Chief Psychologist 1
- Psychoeducational Consultants 11

COMMUNICATION SERVICES (16)
- Senior Speech / Lang. Path. 1
- Speech/Language Pathologists 9
- Speech/Language Assistants 4
- Aug. Comm. Resource Teacher 1
- Aug. Comm. Resource Assistant 1

**** Cost Recoverable Positions .5***

***** Cost Recoverable Positions 30.75***

Total 45.5

Total 10.5

Total 66.75

Total 151.5

APPENDIX VI

GOALS FOR ACHIEVING TECHNOLOGICAL IMPLEMENTATION

To achieve a high level of technological implementation the collective and coordinated work of these groups and others will be necessary. This can happen through the Committee to be established by the Director. (Program Committee Recommendation 1994 11 03) Representation at this Committee from the groups listed along with additional representation as determined will insure the coordination of effort toward technological implementation.

Commitment to the following goals is essential in order to achieve a seamless technical environment that will enable all persons in the Hamilton Board of Education to communicate in the most convenient way possible and to use, as required, information that is current and readily accessible.

1. Recognition that putting people, process and participation first is critical to successful technological implementation.

2. Acceptance and use of corporate wide standards for infrastructure, hardware and peripherals, and processes and procedures.

3. An infrastructure that will enable flexibility at an affordable level according to the need of the end user.

4. A seamless environment between instructional and administrative technologies.

5. A training and development program that is dedicated to technological competency (literacy, numeracy, maintenance) for all students and staff in relation to the level at which applications will be required.

6. Frequent communication about the goals of this plan

APPENDIX VI

GROUPS CURRENTLY IN PLACE WORKING TOWARD TECHNOLOGICAL IMPLEMENTATION

1. SENIOR MANAGEMENT

Consensus Agreement that the following Fundamental Goal must be achieved . Identified in the Director's Memo to Trustees about System Goals for 94/95

Awareness, understanding and acceptance by the organization for both instructional and administrative purposes of the need for a Technological Implementation Plan that will result in a cost effective , flexible infrastructure through the development of universal corporate standards.

2. INTEGRATED INFORMATION SYSTEMS PROJECT TEAM

Mandate : develop, implement and maintain shared board-wide systems that provide accurate, timely and reliable information to meet the needs of all clients. "

3. I. I. S. SECRETARIAL LIAISON GROUP - both Elementary and Secondary

Mandate: work along with the I.I.S. Project Team to develop an implementation plan for all new processes that will affect Secretaries in Schools , to test out processes and to support implementation

4. GEMS - CLASSROOM COMPUTER GROUP (C. C. G.)

Mandate: to insure through a consultative process the purchase or acquisition of classroom computers, peripherals, software, training and inservice that is consistent with Program Goals and System Wide Technical Standards.

5. SITE ADMINISTRATORS - CLASSROOM COMPUTERS

Mandate: under review, however working through Ruth Brandon (Elementary) and Avanell Scherer (Secondary) and in concert with Len Dixon

6. COLUMBIA GROUP :

Mandate: resolve the Automated School Library Problem for 27 sites, starting to raise the need to define a longer term solution for Libraries (both Giselle Whyte and Ingrid Scott are involved in this group)

7. TELECOMMUNICATIONS :

Group of Principals, Administrative Assistants and staff from Systems to review and update standards for use across the system, including fax, modem, training and other telephone related topics.

8. TRUSTEE COMMUNICATION

Policy for use of new technologies by Trustees

9. SEPTEMBER MINISTRY REPORT - RE-ENGINEERING GROUP

leading to need to have system Data Group / volunteer to pilot in the Spring

APPENDIX VI

FRAMEWORK FOR TECHNOLOGICAL IMPLEMENTATION

IN PLACE	NEEDED

SENIOR MANAGEMENT	INTEGRATED INFORMATION SYSTEMS PROJECT TEAM	I. I. S. SECRETARIAL LIAISON GROUP	DATA GROUP
CLASSROOM COMPUTER GROUP (GEMS)	DIRECTOR'S COMMITTEE COMPREHENSIVE PLAN Chairs/ Leaders of Groups — Meet quarterly Insure Standards — Steering Committee		TELECOMMUNICATIONS GROUP
SITE ADMINISTRATORS			TRUSTEE COMMUNICATION COMMITTEE POLICY
COLUMBIA GROUP LIBRARY TECHNOLOGIES	HARDWARE SELECTION GROUP	ADMINISTRATIVE ACQUISITION GROUP	SEPTEMBER 30 MINISTRY REPORT GROUP

1995 04 06

TO: The Chairman and Members Program Committee

FROM: Elizabeth Bond
Superintendent of Program Department

RE: Adult and Continuing Education 1994 Annual Report

REPORT: For information.

BACKGROUND:

Recommendation #37 from the minutes of the Development Committee, 1991 09 05 and approved by the Board, stated that an annual report be prepared for each March prior to the Budget Review meetings providing the Senior Administration and Trustees with an ongoing update regarding the overall effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.

ISSUE:

To continue to examine every means to reduce the deficit while, at the same time, maintaining a quality program for our clients.

RECOMMENDATION:

That the Adult and Continuing Education 1994 Annual Report be received for information.

RATIONALE:

- The Executive Summary - Appendix I
- The Report - Appendix II

PREPARED BY: M. Middlemiss, Administrative Assistant
Adult and Continuing Education

E. J. Morse, Principal
Adult and Continuing Education

Appendix I

Executive Summary

- On April 4, 1991, the Adult and Continuing Education Action Team made its report to the Development Committee outlining a delivery model for the future that was both financially responsible and educationally sound.

- As a result, the Adult and Continuing Education Department has implemented the following initiatives:

- *Costs of the credit granting programs which include Summer School, and Independent Study courses are offset by the General Interest, E.S.L. and International Languages revenues.*

- *The November 9, 1993, Board recommendations to reduce the deficit in the Summer and Evening School Programs were carried out. Summer School was offered in two locations, and the average class size at registration was raised from 15 to 25. Two Evening School sites were closed, Glendale as of December 1993 and Delta as of January 1994, At registration, the average class size at the remaining sites was 20.*

- *In order to make Evening School profitable, General Interest and ESL revenues will need to be increased (with the proviso that the funding for ESL remain the same).*

- *In order to make Summer School profitable we need to increase hours of attendance for credit courses (the basis for grant calculation) and ESL credit classes.*

- *In April, 1993, the Government of Ontario announced that effective September, 1993, funding for Adult Basic Literacy and Numeracy would be the responsibility of the Literacy Branch (OTAB) under a project format. As a result of the new funding model, the expenditures are offset by the revenues. However, a substantial reduction in revenues resulted in cuts to program and hours.*

- *There has been a change in the calculation of payment for marking Independent Study lessons. Though hours have been reduced, this program is still not cost effective. The current model of delivery is under review.*

- *The Section 27 program has an excellent reputation thanks to the efforts of the Section 27 Consultant, Wendy Hutton, and the quality of the teaching staff delivering the program. The number of teachers has grown from 17 two years ago to 28 in 1994. It should be noted the costs of these programs are covered by various Ministries.*

- *Meetings are planned with Mohawk, Wentworth and the Separate School Board representatives to discuss a Youth Initiative Program (YIP) which is part of the federal government's Youth Employment and Learning Strategy to prepare young people for the workforce.*

- *The E.S.L. program is grant rich. Because of a drop in attendance and enrolment which is a city-wide trend, the surplus to the Board was reduced.*

- *The International Lanugage is also a grant rich program and has yielded a substantial profit. This program is growing and efforts to enchance are planned.*

- *Dofasco paid the deficit incurred by the Dofasco Project prior to the program being cancelled in June of 1994.*

- *One growth area to note is the general interest (day) classes. The excellent computer program offered at Briarwood largely accounts for the increase in revenue.*

- *It should be noted that the operation costs for Briarwood include the following (based on sharing with Queen Mary School):*

	Briarwood	*Queen Mary*
Caretaking 50/50	*$32,795.00*	*$ 32,795.00*
Cleaning Staff 50/50	*8,976.00*	*8,976.00*
Caretaking Supplies 40/60	*1,177.00*	*1,765.00*
Utilities:		
Hydro 40/60	*18,720.00*	*28,079.00*
Nat. Gas 40/60	*19,465.00*	*29,197.00*
Water-Sewage 40/60	*1,132.00*	*1,698.00*
	$ 82,265.00	*$ 102,510.00*

- The attached financial statements (Appendix II) reflect our revenues and expenditures for 1994 with the comparative figures for 1993.

Appendix II

ADULT AND CONTINUING EDUCATION 1994 ANNUAL REPORT

HAMILTON BOARD OF EDUCATION - ADULT AND CONTINUING EDUCATION

BRIARWOOD

ADMINISTRATION

PRINCIPAL
ADMINISTRATIVE ASSISTANT
SECRETARIES (2)

VENING SCHOOL
CREDIT/GEN. INT.

4 SUPERVISORS
4 SCHOOLS

- .BARTON
- .SCOTT PARK
- .WESTDALE
- .WESTMOUNT

SUMMER SCHOOL

4 CO PRINCIPALS
3 SUBJECT CO ORDINATORS
2 SCHOOLS

- .SIR JOHN A. MACDONALD
- .SHERWOOD

INDEPENDENT STUDY

2 SITES

- .BRIARWOOD
- .MARTY KARL

ADULT BASIC EDUCATION
A.B.E.

4 SITES

- .ARC INDUST(3)
- .BRIARWOOD
- .MARTY KARL
- .WESTDALE(EVE)

ENGLISH AS A SECOND LANGUAGE A
E.S.L.

3 EVENING SITES
6 DAY SITES

EVENING
- .BARTON
- .WESTDALE
- .WESTMOUNT

DAY
- .BRIARWOOD
- .CIRCLE OF FRIENDS
- .JAMES ST. BAP. CH
- .PHILPOTT CH.
- .SALVATION ARMY
- .ST. STEPHEN'S CH.

INTERNATIONAL LANGUAGES
ELEM/SEC

ELEMENTARY:
*4 SITE SUPERVISORS**
17 SITES
SECONDARY (CREDIT) NIGHT

ELEMENTARY
- .GKASSUMPTION CHURCH
- .BARTON
- .BETH JACOB SCHOOL
- .ESTONIAN CHURCH
- .HILLPARK *
- .LATVIAN CHURCH
- .ROMANIAN ORTH. CH.
- .SCOTT PARK *
- .SERBIAN HALL
- .SERBIAN CDN. COMM.
- .SIKH HALL
- .SJAM *
- .SIR WILFRID LAURIER
- .SWC *
- .TEMPLE ANSHE SHOLOM
- .WESTMOUNT
- .HESS ST. (SUMMER)

SECONDARY - CREDIT
- .SCOTT PARK (N)
- .WESTDALE (N)
- .WESTMOUNT (N)

GENERAL INTEREST
DAY/EVENING

2 DAY SITES
3 EVENING SITES
COMPUTER FACILITIES

DAY
- .ALLENBY
- .BRIARWOOD

EVENING
- .BARTON
- .WESTDALE
- .WESTMOUNT

SECTION 27
ELEM/SEC

1 CO ORDINATOR
7 CARE PROGRAMS
8 TREATMENT PROGRAMS
15 CORRECTIONS PROGRAM

CARE
- .GRACE HAVEN (S)
- .MUMC (E/S)
- .RYGIEL (E)
- .ST. JOSEPH'S (E/S)

TREATMENT
- .CORNERSTONE (S)
- .HATTS OFF (E/S)
- .LYNWOOD HALL (E)
- .WOODVIEW (S)

CORRECTIONS
- .ARRELL (S)
- .CALVERT HOUSE (S)
- .DAWN PATROL (S)
- .H-W DETENTION CTR (S)
- .PATTERSON HOUSE (S)
- .PENINSULA YOUTH (S)
- .NEWCOMBE HOUSE (S)

EVENING SCHOOL

	1993				1994			
	Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
CREDIT	4	February '93 1582 September '93 1151	Salary 389,931.90 Supplies/Services 16,081.42 406,013.32 Surplus/Deficit	379,266.28 (- 26,747.04)	- Scott Park - Delta (1 mo.) - Westdale - Westmount	February '94 1248 September '94 860	Salary 310,083.00 Supplies/Services 10,341.00 320,424.00 Surplus/Deficit	336,270.00 + 15,847.00
GENERAL INTEREST	5	February '93 703 September '93 790	Salary 73,130.77 Supplies/Services 9,484.77 82,615.54 Surplus/Deficit	107,088.18 + 24,472.64	- Barton - Westdale - Westmount	February '94 625 October '94 675	Salaries 58,650.00 Supplies/Services 6,648.00 65,298.00 Surplus/Deficit	70,767.00 + 5,469.00
ESL	Evening School 3	February '93 86 September '93 66	Salary 12,295.51 Supplies/Services 714.83 13,010.34 Surplus/Deficit	16,430.96 + 3,420.62	Evening School Westdale Barton	February '94 40 October '94 62	Salaries 13,548.00 Supplies/Services 929.00 14,477.00 Surplus/Deficit	20,607.00 + 6,130.00
ABE	Evening School Westdale (January to June only)	February '93 24	Salary 5,178.08 Supplies/Services 95.88 5,273.96 Surplus/Deficit	5,529.65 + 255.69	Evening School Westdale	February '94 40 September '94 20	Salaries 6,473.00 Supplies/Services 125.00 7,098.00 Surplus/Deficit	7,098.00 0
ADMIN.	E/S Admin.		Salary 91,061.38		E/S Admin.		Salary 75,580.00 Principals 2,619.00 Supervisors 31,731.00 Registration 5,755.00 Secretaries 19,641.00 Shop Asst's 16,626.00 75,580.00	

SUMMER SCHOOL - CREDIT

1993				1994			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
2	1676	Salary 290,538.34 Supplies/Services 10,190.13 300,728.47 Surplus/Deficit	287,535.63 (- 13,192.84)	SJAM SCOTT PARK	1905	Salary 215,399.00 Supplies/Services 6,461.00 221,860.00 Surplus/Deficit	259,183.00 + 37,323.00
				ESL - Credit (SJAM)		Salary (Teachers) 10,969.00 Supplies/Services 48.00 11,017.00 Surplus/Deficit	17,085.00 + 6,068.00
				S/S Admin.		Salary 52,969.00 Co-Principals 19,946.00 Coordinators 11,575.00 Guid. Couns. 2,104.00 Secretarial 12,179.00 Monitors 7,165.00 52,969.00	

INDEPENDENT STUDY

1993				1994			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
Briarwood Adult Centre	790	Salary 78,581.15 Supplies/Services 4,734.94 83,316.09 Surplus/Deficit	45,979.66 (- 37,336.43)	Briarwood Adult Centre	869	Salary 52,637.00 Supplies/Services 1,975.00 54,612.00 Surplus/Deficit	33,787.00 (-20,825.00)
Marty Karl Adult Centre	257	Salary 33,625.53 Supplies/Services 608.72 credit 33,016.81 Surplus/Deficit	25,233.26 (- 7,783.55)	Marty Karl Adult Centre	296	Salary 19,182.00 Supplies/Services 1,025.00 20,207.00 Surplus/Deficit	14,562.00 (- 5,645.00)

ADULT BASIC EDUCATION (A.B.E.)

Note: Expenditures are offset by revenues from O.T.A.B.

1993				1994			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
Briarwood Adult Centre (January to July only)	65	Salaries 50,853.32 Supplies/ Services 3,165.60 54,018.92 Surplus/Deficit	45,568.83 (-8,450.09)	Briarwood Adult Centre	82	Salaries 61,992.00 Supplies/Services 1,401.00 63,393.00 Surplus/Deficit	63,393.00 0
Marty Karl Adult Centre (January to July only)	178	Salaries 47,513.98 Supplies/ Services 601.62 credit 46,912.36 Surplus/Deficit	54,168.00 + 7,255.64	Marty Karl Adult Centre	142	Salaries 83,843.00 Supplies/Services 1,446.00 85,289.00 Surplus/Deficit	85,289.00 0
Evening School Westdale (January to June only)	February '93 24	Salaries 5,178.08 Supplies/Services 95.88 5,273.96 Surplus/Deficit	5,529.65 + 255.69	Evening School * Westdale	February '94 40 September '94 20	Salaries 6,473.00 Supplies/Services 125.00 7,098.00 Surplus/Deficit	7,098.00 0
ARC Industries -Cumberland -York -Brampton -Salvation Army	125	Salaries 61,025.93 Supplies/Services 370.39 Surplus/Deficit 61,396.32	71,027.79 +9,631.47	ARC Industries -Cumberland -York -Brampton	119	Salaries 82,422.00 Supplies/Services 3,267.00 85,689.00 Surplus/Deficit	85,689.00 0
MODIFIED ADULT BASIC EDUCATION							
Briarwood Adult Centre	11	Salaries 23,438.95 Supplies/Services 620.60 24,059.55 Surplus/Deficit	20,200.15 (-3,859.40)	Briarwood Adult Centre	18	Salaries 36,681.00 Supplies/Services 250.00 36,931.00 Surplus/Deficit	36,931.00 0

*counted in EVENING SC SUMMARY

ENGLISH AS A SECOND LANGUAGE (ESL)

1993				1994			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
Briarwood Adult Centre	18	Salary 17,242.67 Supplies/Services 1,548.80 18,827.47 Surplus/Deficit	27,196.85 + 8,369.38	Briarwood Adult Centre	26	Salaries 22,009.00 Supplies/Services 375.00 22,384.00 Surplus/Deficit	33,990.00 + 11,606.00
Evening School 3	February '93 86 September '93 66	Salary 12,295.51 Supplies/Services 714.83 13,010.34 Surplus/Deficit	16,430.96 + 3,420.62	Evening School* Westdale Barton	February '94 40 October '94 62	Salaries 13,548.00 Supplies/Services 929.00 14,477.00 Surplus/Deficit	20,607.00 + 6,130.00
ESL - Day Program (8)	595	Salary 375,297.68 Supplies/Services 12,684.64 387,982.32 Surplus/Deficit	508,998.64 + 121,070.32	ESL - Day -Circle of Friends -LINC(100% reimb) -St. Stephen's -Philpott Church -James St. Church -SJAM(Sat am) -Fairview -Hess St. (Summer)	432	Salaries 283,419.00 Supplies/Services 3,800.00 287,219.00 Surplus/Deficit	325,909.00 + 38,690.00
				Salvation Army (Rebecca St.)	164	Salaries 108,547.00 Supplies/Services 3,184.00 111,731.00 Surplus/Deficit	188,665.00 + 76,934.00
				SUMMER SCHOOL	91	Salaries 10,969.00 Supplies/Services 48.00 11,017.00 Surplus/Deficit	17,085.00 + 6,068.00

*counted in EVENING SC SUMMARY

*counted in SUMMER SC

Rental Accommodation $ - 3,070.00

INTERNATIONAL LANGUAGE

1993				1994			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
16	1909	Salary 230,187.81 Supplies/Services 18,960.32 249,148.13 Surplus/Deficit	296,525.50 + 47,377.37	17*	2047	Salary 240,239.00 Supplies/Services 21,195.00 261,434.00 Surplus/Deficit	304,781.00 + 43,347.00

*SJAM
SWC
WESTMOUNT
BARTON
HILL PARK
SCOTT PARK
S. W. LAURIER
GREEK ORTH. CH.
BETH JACOB SCH.
LATVIAN CHURCH
SERBIAN HALL
TEMPLE ANSHE SHOLOM
ESTONIAN CHURCH
ROMANIAN ORTH. CH.
SERBIAN CDN. COMM.
SIKH HALL
HESS ST. (SUMMER)

GENERAL INTEREST - DAY CLASSES

1993				1994			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
2	1369	Salary 47,732.79 Supplies/Services 4,505.91 52,238.70 Surplus/Deficit	56,623.24 + 4,384.54	Briarwood Allenby 2	1455	Salary 51,088.00 Supplies/Services 1,684.00 52,772.00 Surplus/Deficit	62,241.00 + 9,469.00

DRIVER EDUCATION

1993				1994			
Program/ Locations	**No. of Students**	**Expenses**	**Revenue**	**Program/ Locations**	**No. of Students**	**Expenses**	**Revenue**
2 (January to July only)	184	Salaries 8,402.68 Supplies/Services 644.81 9,047.49 Surplus/Deficit	12,797.19 + 3,749.70			NOT OFFERED IN 1994	
DOFASCO PROJECT							
		Salaries 15,635.51 Supplies/Services 0 15,635.51	5,055.68 - 10,579.83	Jan - June only		Salary 7,243.00 Supplies/Services 0 7,243.00 Surplus/Deficit	2,483.00 - 4,760.00 Deficit was paid by DOFASCO; program not continued

SUMMARY OF EXPENSES & REVENUE

1993			1994		
PROGRAM	**EXPENSES**	**REVENUE**	**PROGRAM**	**EXPENSES**	**REVENUE**
Briarwood Adult Centre	180,222.03	138,945.49	Independent Study	74,819.00	48,349.00
Marty Karl Centre	79,929.17	79,401.26	Adult Basic Ed. & Modified A.B.E. (100% funded by OTAB)	271,302.00	271,302.00
ARC Industries/ Salvation Army	61,396.32	71,027.79			
English As A Second Language - Day Only	387,982.32	508,998.64	English As A Second Language - Day Only	421,134.00	548,564.00
Evening School (CR., G.I., ESL, & ABE)	506,913.16	508,315.07	Evening School (CR., G.I., ESL, & ABE)	407,297.00	434,742.00
Ev. Sch. Administration	91,061.38		Ev. Sch. Administration	75,580.00	
General Interest - Day	52,238.70	56,623.24	General Interest - Day	52,772.00	62,241.00
Summer School	300,728.47	287,535.63	Summer School	232,877.00	276,268.00
			Sum. Sch. Administration	52,969.00	
Driver Education	9,047.49	12,797.19	Driver Education	not offered	
International Language	249,148.13	296,525.50	International Language	261,434.00	304,781.00
Advertising	63,808.70		Advertising	52,348.00	
Dofasco	15,635.51	5,055.68	Dofasco	7,243.00	7,243.00
			Other Cont. Ed. Costs	13,669.00	
	1,998,111.38	1,965,225.49		1,923,444.00	1,953,490.00
Cost of Program Delivery/Profit	(- 32,885.89)		Cost of Program Delivery/Profit	+ 30,046.00	

Adult & Cont. Ed. Department

Salaries - Administration	173,077.51
- Secretaries	63,526.58
	236,604.09

Adult & Cont. Ed. Department

- Administration Salaries	129,966.00
- Secretaries' Salaries	62,073.00
- Temp. Assistance	123.00
	192,162.00

Date: 1995 04 06

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Report on the Alternative Co-op Education Pilot Project between Amity Goodwill Industries, The Board of Education for the City of Hamilton and Vocational Rehabilitation Services

Report: Information

Background

Amity Goodwill Industries and the Board of Education for the City of Hamilton have a long standing partnership through the effective placement of co-operative education students in our secondary schools and in particular, our vocational programs.

The Alternative Co-operative Education Pilot Project for Parkview and Mountain Secondary School students, to begin in September 1995, expands this concept and includes Vocational Rehabilitation Services in this school-to-work transition program. An evaluation component will be built into the pilot project during the 1995-96 school year in order to determine its degree of success and future continuation.

Issue:

To provide trustees with information about the partnerships between Amity Goodwill Industries, Vocational Rehabilitation Services and the Hamilton Board planned to begin in September 1995.

Recommendation:

That the Report on the Alternative Co-op Education Pilot Project, a joint pilot project between Amity Goodwill Industries, The Board of Education for the City of Hamilton and Vocational Rehabilitation Services be received for information.

Rationale:

The details of the joint pilot project are presented in Appendix **A**

APPENDIX A

ALTERNATIVE CO-OP EDUCATION PROGRAM

Joint Demonstration Pilot Project

AMITY GOODWILL INDUSTRIES

HAMILTON BOARD OF EDUCATION

VOCATIONAL REHABILITATION SERVICES

ALTERNATIVE CO-OPERATIVE EDUCATION PROGRAM

DEMONSTRATION PILOT PROJECT
AMITY GOODWILL INDUSTRIES
PARTNERS

Education		Community	
Board:	Hamilton Board of Education	Organization Name:	Amity Goodwill Industries
Contacts:	Elizabeth Bond Superintendent of Programs	Contacts:	Peter McDonald Executive Director
Phone:		Phone:	905-526-8481, ext 207
Fax:		Fax:	905-526-9342
	Dr. Frank Cook Asst. Superintendent of Programs		Sandra Sahadeo Hum. Res. Manager
Phone:		Phone:	905-526-8481, ext 218
Fax:		Fax:	905-526-9342
School:	Mountain Secondary	Organization Name:	(M.C.S.S.) Vocational Rehabilitation Services
Contacts:	Bud Knowles, Principal		
Phone:		Contacts:	Dave Vice, Manager of Direct Services
Fax:		Phone:	
		Fax:	
School:	Parkview Secondary		Allan Felton, Supervisor
Contact:	Dave McIssaac, Principal	Phone:	
Phone:	905-545-5879	Fax:	
Fax:			
	Bob Macoritti Head of Academics Department		
Phone:	905-545-5879		
Fax:			

Current Co-operative Education
Teacher/Monitors
Peter Brooks, Mountain Secondary
Phone:
Fax:
Gwen Jocelyn, Parkview Secondary
Phone:
Fax:

AMITY GOODWILL INDUSTRIES

MISSION STATEMENT

OUR MISSION IS TO ENRICH THE COMMUNITY BY PROVIDING VOCATIONAL REHABILITATION PROGRAMMES AND SERVICES TO ASSIST PEOPLE CHALLENGED BY DISABILITIES, DISADVANTAGES AND SPECIAL NEEDS TO ACHIEVE MAXIMUM EMPLOYMENT, COMMUNITY PARTICIPATION AND SELF-FULFILMENT.

HAMILTON BOARD OF EDUCATION

MISSION STATEMENT

THE HAMILTON BOARD OF EDUCATION'S PURPOSE IS TO EDUCATE CHILDREN AND ADULTS TO ENABLE THEM TO ENJOY LIFE AS CREATIVE, CONTRIBUTING, RESPONSIBLE MEMBERS OF SOCIETY.

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PROGRAM HISTORY

Amity Goodwill Industries has a long standing relationship working with the Board of Education through Co-operative Education. Although we provide co-op placement opportunities for various surrounding area schools, we tend to favour the students from the Vocational Secondary Schools because of the needs of some students and the nature of our agency. Through our well-trained and knowledgeable Supervisors and Staff, we are able to provide the supportive and structured work environment required by students. Many of the students from the past who were here on Co-op placements have returned to us through V.R.S. or on their own. Some are still here as employees earning a competitive wage. Others are here as Extended Rehabilitation Clients earning an allowance to enhance their income. Also, and of equal importance being employed gives them self worth and dignity.

Experience has proven to us that the lack of continuum from school to work has made the difference between success and failure for some students. Everyone needs support from family, from community and from the school system to maintain this continuum. This is true for all students, but especially so for a student with a disability. Integration in the playground and in the classroom helps the student to develop the social, as well as, the educational skills necessary for successful employment. It also helps students without disabilities to develop a positive attitude towards persons with disabilities which ultimately, will be reflected in the workplace. Unfortunately, students with disabilities in a non-integrated system do not have the same opportunity to develop some of the social skills, positive attitudes, independence, etc. which are also reflected in the workplace. However, it must be noted that an integrated educational or work environment may not always meet the needs of all students with a disability because of their exceptionability.

Progress along the continuum has always been a concern for us. This issue was discussed on occasions with Amity staff, Board of Education staff, etc., but due to other commitments, timing, staffing, etc. we were unable to proceed further. Given the changes occurring in the overall social service sector and the educational systems - for example, the emphasis on Integration, evolvement of Workable, Job Link, etc.- we feel encouraged to join in the whole process of change and at the same time, pursue our long term goal of integrating academic classroom learning with work ethics, pressures and practical learning.

Another reason for our initiative at this point in time is due largely in part to our friendly, relationship with all Goodwill Industries in Ontario. We regularly share ideas and information with our partners. In 1994, we had the privilege of viewing in operation and learning more about a School to Work Transition Program - researched, designed and implemented by the Goodwill Industries of Windsor Inc., Western Secondary School (Essex County), and Vocational Rehabilitation Services (M.C.S.S.). In addition, a large number of U.S. Goodwills have been successfully operating school to work transitions programs for vulnerable students for a number of years.

However, the most important factor contributing to our initiative is the on-going productive working relationship with the Co-operative Education Monitors/Teachers from each local Secondary School catering to the needs of students taking courses at the basic levels.

Issues often discussed over the years were:

- a better system that would enable the retention of students in the system until they can be properly placed with another system
- lack of continuum within the system
- specialized guidance and training to enable the students to set realistic career goals

Discussion about a similar program to the one in operation at the Windsor Goodwill Industries began in the later part of 1994 with the Board of Education and Vocation Rehabilitation Services.

Due to the positive responses from all parties, a joint venture has been undertaken by the Board of Education (Mountain Secondary, Parkview Secondary Schools), Vocational Rehabilitation Services and Amity Goodwill Industries to explore the possibility of a pilot project to begin in September 1995. A task force was formed January 25, 1995, comprised of representatives from the schools, Amity and V.R.S. The task force was asked to put forth a joint proposal.

PURPOSE

The Alternative Co-operative Education Program is a Voluntary program designed for special needs students from the Secondary schools who are on a co-op placement at Amity Goodwill Industries.

The purpose of the program is to enable students to:

- Function in a progressive continuum of services.
- Build confidence in their social skills and abilities by participating in Life Skills programs with other non-disabled and disabled peers.
- Learn through experience - attitude and values in a real life work atmosphere.
- Make realistic career choices/options based on real life work experiences.
- Experience training in a variety of jobs suited to their abilities.
- Achieve equality with their peers with and without disabilities in assessing future employment.
- Access Vocational Rehabilitation Services following co-op placement.
- Connect with other supports which would link students to continued integrated participation in the community.

GOALS AND OBJECTIVES

Program Goals

The goals of this program are:

- Provide early access to a set of services without much delay, gaps or discontinuation for students with special needs who are on a co-op placement at Amity Goodwill Industries.
- Decrease long term dependency on the social safety net or other forms of community intervention.

Program Objectives

- Bridge the gap between services as much as possible.
- Provide timely vocational assessment and training so that students may make realistic career choices.
- Decrease the number of students who "falls between the cracks" due to setbacks within our system.
- Maintain a strong thrust towards competitive employment.

Students Objectives

- Improve self confidence by performing meaningful tasks and associating with peers.
- Improve Social interaction and living skills by attending social skills training classes.
- Have a better understanding of work expectations and a realistic approach to career planning.
- Have early access to vocational rehabilitation services (M.C.S.S.).
- Secure and sustain competitive employment at Amity or in the community.
- Gain employment as an Extended Rehabilitation Client for a determinated period of time or as necessary.
- Connect with other appropriate services in the community.

ELIGIBILITY / SELECTION CRITERIA

- Students age 16 + years.
- Students who may be eligible for V.R.S. meet the requirement of V.R.S. Act and Regulations (refer to Appendix).
- Student selection - Grades 11, 12 who have the vocational potential to benefit from the program
- Students who are medically stable (refer to Appendix).
- Must be able to use public transportation ie. bus or DARTS.

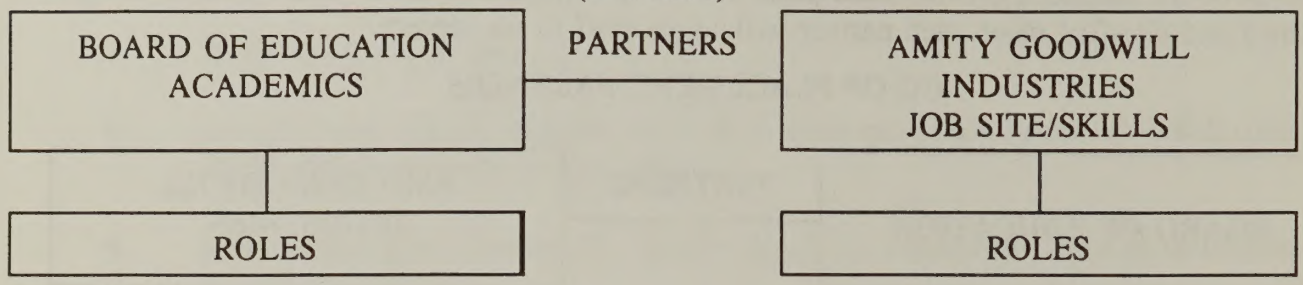
ROLES AND RESPONSIBILITIES

The list below reflects a general description of roles and responsibilities. This would be further defined and clarified when each partner assigns its staff to the project.

CO-OP PLACEMENT PARTNERS

BOARD OF EDUCATION	PARTNERS	AMITY GOODWILL INDUSTRIES
ROLES		ROLES
• Provides parent/guardian education and awareness		• Provides classroom and possible office space for the teachers
• Refers eligible students for Vocational Rehabilitation Services at the onset of the co-op program		• Interviews students and assures that students meet all criteria outline in the agreement
• Selects and refers appropriate students to Amity		• Conducts workshop orientation, assures all requirements are met - safety shoes, xrays, etc.
• Provides teacher for classroom instruction, stationary supplies and texts		• Arranges work stations with the supervisors
• Provides career and psycho-social counselling		• Arranges for student to attend supplementary programs ie: life skills, literacy
• Assist with on-site job coaching as required		• Provides medical services (first aid)
• Maintain contact with parents, guardians, medical professionals and other agencies		• Assists with community co-op placement
• Instruct students in the use of public transportation (ie. buses, D.A.R.T.S.)		• Works closely with Department Supervisors, teachers and V.R.S. staff
• Provide educational assistive devices, equipment while on co-op		• Assist with on-site work station problems

CO-OP PLACEMENT PARTNERS
(continued)



- Reports injuries to W.C.B.
- Responsible for community co-op placement and supervision
- Maintains all records re: absenteeism, progress reports, etc.
- Works closely with Amity and Vocational Rehabilitation Services staff
- Assists with progress reports
- Jointly with other staff make necessary recommendations

VOCATIONAL REHAB. SERVICES

- Provides information and guidance that will assist in vocational planning for each student which will enable them to make an easy transition for Vocational Rehabilitations Services
- Accepts students who are eligible and have been referred for Vocational Rehabilitation Services in a timely manner if possible
- Continues to provide assistive restoration devices such as wheel chairs, prosthesis, etc.
- Serves as a resource person for Amity/Schools

INTERVIEW PROCESS

- Students are referred to Amity
- Medical and background information are provided through a referral process
- Amity staff reviews the referral and meets with the student for a personal interview
- Medical status, medication taken, etc. are discussed with the teacher
- Where necessary, the teacher assists parents in making arrangements for xrays, safety shoes, etc.
- Through consultation with the teacher, a work station is assigned

IMPLEMENTATION PLAN AND TIMELINES

The formation of a Planning Team was suggested. The team would be comprised of:

- Teacher or Co-op monitor
- The Amity staff who will be managing this project
- Vocational Rehabilitation staff (M.C.S.S.)
- Rehabilitation Services staff (Amity)

The responsibility of this team would be to:

- Determine the structure of the program
- Agree upon each person's role
- Establish the program content (what should be included ie. life skills, literacy, etc.)
- Set the time table
- Devise necessary forms and procedures for keeping records, monitoring students progress, assuring effective communications, etc.
- Establish the interval/frequency for case conferences and who should be involved

Tentative Plan and Timeline

Student:

- Attends an interview and workshop Orientation on the first day
- Spends either the morning or afternoon in classroom
- Spends either the morning or afternoon on the on-site work station on co-op placement
- May attend the life skills program one or two afternoons prior placement at a work station

Suggestion: two semesters as a pilot project

- September 1995 to January 1996
- February 1996 to June 1996

LEGAL ISSUES

All legal issues concerning the proposal have to be addressed, formalized, signed and sealed by the appropriate signing officers prior to commencing the program. Issues to be addressed:

- terms and conditions of the program
- Workers Compensation Coverage
- Liabilities ie: that is damage to oneself, other or premises by either party and/or students

RESOURCES / FUNDING / REVENUE

BOARD OF EDUCATION	PARTNERS	AMITY GOODWILL INDUSTRIES
RESOURCES/COST		RESOURCES/COST

- Wage:
  - Classroom Teacher
- Classroom Supplies
  - Stationary, etc.
- Classroom Equipment
  - Student Desks, Filing Cabinets, etc.

- Wage:
  - Floor Supervisors
  - Management Staff
  - Support Staff
  - Project Co-ordinator
- Physical Space:
  - Classroom Space
  - Office Space
  - Materials & Labour Cost for Renovations
- Office Cost:
  - Office Space
  - Renovations/Supplies
- Overhead Cost:
  - Electricity
  - Transportation
  - General Maintenance
  - Cafeteria Services
  - Office Supplies

Funding / Revenue: The following suggestions were made:

- Funding through a grant from various government agencies
- The Board of Education - Cost-share certain expenses
- Application to Unity Way, Clubs, etc.
- Private insurance companies, etc.

Revenue:

The only revenue anticipated would be through assessment and training fees. This would depend on the number of students who are eligible for Vocational Rehabilitation Services and the acceptance of these students into the program.

Vocational Rehabilitation Services: Staff time for services.

LOCATION / ACCESSIBILITY / ACCOMMODATION

Location

This program has been designed for those students who would benefit from attending school in a non-traditional setting; ie. in a classroom located within the workplace at Amity Goodwill Industries. The objective of the program is to integrate classroom learning with practical experience.

Accessability

Amity's premises and facilities are fully accessible to students encountering mobility problems. Jointly, we would attempt to modify work stations for students with special needs.

Accommodation

- Students will have access to all facilities used by our regular employees.
- Students will be required to follow the same rules and regulations as other employees.
- Special needs and variations from the rules of the department would be discussed with the supervisor ahead of time.
- Students who are capable of using the stairs may be asked to do so given the heavy current demand on our passenger elevator.
- Lunch and coffee breaks will be assigned by the supervisor of the department while students are on the job site.
- Price subsidized meals and other food items will be available to students on the same basis as to Amity employees.
- Out-going and in-coming calls will be limited to emergency situations only. However, there is a public phone conveniently located in the Cafeteria.

Transportation

- Each student will be responsible for his/her own transportation in accordance with board policy.
- Students will be encouraged to use public transportation.

VOCATIONAL REHABILITATION SERVICES - AMITY
(Fee for Service Programs)

Steps:

1. Student attends classes (teacher from Board of Education) and co-op work placement at Amity Goodwill Industries.

2. Eligible students will be referred to Vocational Rehabilitation Services (V.R.S.).

3. Those students referred by V.R.S. to Amity's Vocational Rehabilitation Department will be assigned a Vocational Coordinator from the Rehabilitation Department.

4. Either during the time of the work placement or at the end of the semester, the student is:
   a) assessed in the Vocational Evaluation Unit at Amity Goodwill Industries or
   b) the report from a recent previous vocational evaluation (conducted elsewhere) is provided.

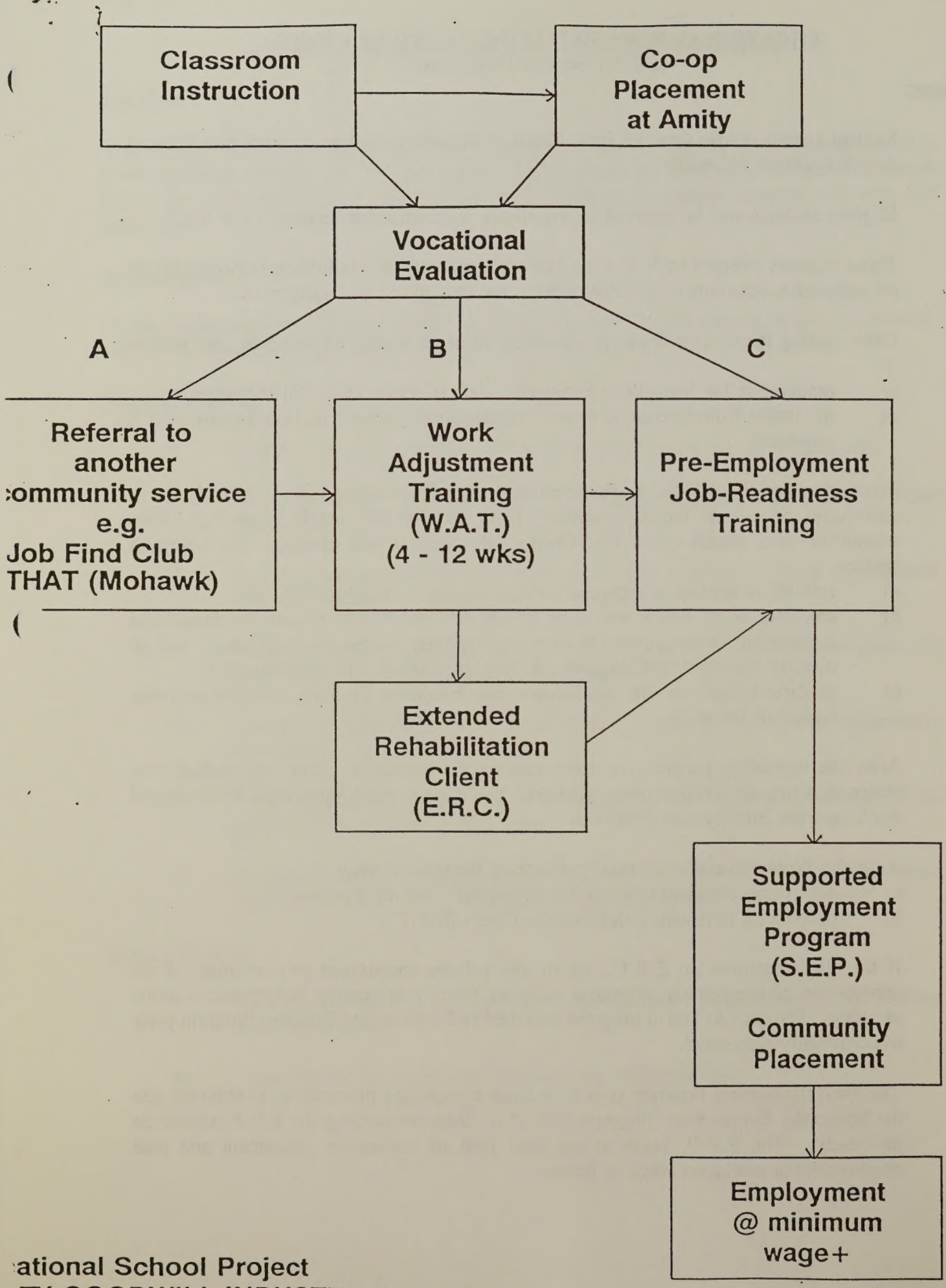
5. From information provided in the vocational evaluation report (either from Amity or elsewhere) and from recommendations from the teacher, work supervisor, VRS counsellor, and rehabilitation co-ordinator, the student will consider the following options:
   a) referral to another community services program, or upgrading, etc.
   b) continue on at Amity where he or she will be able to bypass the Situational Assessment Program, due to time already spent on the floor at Amity, and go directly into the Work Adjustment Program for a 4 - 12 week duration.
   c) go directly into the Pre-Employment Job Readiness Training Program at Amity Goodwill Industries.

6. After the upgrading program or other community agency program, the student may return to Amity for job placement assistance through the Pre-Employment Program and the Supported Employment Program.

7. After the Work Adjustment Training Program the student may:
   a) go into the Pre-Employment Job Readiness Training Program or
   b) become an Extended Rehabilitation Client (E.R.C.)

8. If the client becomes an E.R.C., he or she will be encouraged to participate in the appropriate supplementary programs such as literacy upgrading and/or social skills program. The goal will be to progress into the Pre-Employment Training Program prior to community placement.

9. The Pre-Employment Program is in most cases a necessary prerequisite to entrance into the Supported Employment Program (S.E.P.). Students entering the S.E.P. should be job ready. The S.E.P. leads to the final goal of community placement and paid employment at minimum wage or better.


Classroom Instruction
Co-op Placement at Amity
Vocational Evaluation
A
B
C
Referral to another community service e.g. Job Find Club THAT (Mohawk)
Work Adjustment Training (W.A.T.) (4 - 12 wks)
Pre-Employment Job-Readiness Training
Extended Rehabilitation Client (E.R.C.)
Supported Employment Program (S.E.P.)
Community Placement
Employment @ minimum wage+

POLICY & PROCEDURES

- Students will adhere to all Amity's applicable policy and procedures.
- Violation of policy and procedures would be dealt with jointly by Amity's staff and the Co-op Teacher/Monitor.
- Students will be required to meet our policy criteria on such illnesses as Epilepsy, Drug & Alcohol Addiction and Communicable Diseases (including AIDS).

PROGRAM EVALUATION

Program Evaluation is an important component of any pilot project. Upon implementation of the program, all parties involved will jointly devise methods to effectively measure the outcome of this program.

APPENDIX

See attached

APPENDIX I

SKILL TRAINING AREAS

Some training areas may be limited to the students due to the limited number of work stations. However, every effort would be made to accommodate the student in the area of his/her choice.

Group A - Unionized

As Is - Cabinet Repair
Attended Donation Centre
Cafeteria
Electrical
Janitorial
Maintenance
Industrial Sub Contract
Textiles
Transportation

Group B - Non-Unionized

Office
Retail Stores

Student V.R.S. referrals and/or file opening will not be given priority status. At this time a student can expect to wait approximately eighteen months for file assignment.

Presently, there are two V.R.S. liaison counsellors who are responsible for both the Board of Education and Amity referrals. These two counsellors offer their assistance in facilitating referrals and as vocational consultants.

APPENDIX - II

RE: AMITY/VOCATIONAL SCHOOL PROGRAM
VOCATIONAL REHABILITATION SERVICE

The purpose of the Vocational Rehabilitation Services Program is to prepare the disabled person to become capable of pursuing regularly a substantially gainful occupation.

The Vocational Rehabilitation Services Act defines "disabled person" as a person who because of physical or mental impairment is incapable of pursuing regularly any substantially gainful occupation.

The V.R.S. counsellor must gather information necessary to determine if an individual is both eligible and feasible for vocational rehabilitation services. The following must be considered. The physical, emotional, or intellectual disability; the vocational handicap which the disability causes. In determining feasibility, the counsellor should establish that there is a reasonable expectation that the person will be rehabilitated terms of the Act.

Generally, a disabled person is not eligible for services under the Vocational Rehabilitation Service Act if he/she is receiving, or able to receive services under the Education Act.

Students in their last year of basic education (refers to the normal curriculum offered by the public system from kindergarten to Grade 13, or the equivalent) may be eligible for services under the V.R.S. Act if they require assistance to prepare for vocational training or placement after leaving school. Services are limited to those which are not basic education.

It is our assumption that a co-operative education program is part of the student's basic education. The V.R.S. program is not intended to replace the educational process.

Students who have been referred to V.R.S. will be seen by a V.R.S. counsellor for a V.R.S. Intake Interview. Based on the individual's eligibility + feasibility, the file will then be placed on the V.R.S. waiting list for assignment purposes. The length of the waiting list is indicative of when the file will be assigned. The earlier a student is referred by the Board of Education the sooner he/she will be able to have the file opened. File opening enables a student to actively participate in ocational counselling/planning.

cont'd...

APPENDIX - III

ALCOHOL AND DRUG ABUSE

Scope

The misuse of alcohol and/or other drugs represents a major health problem. Addiction is a treatable illness but without treatment most cannot function to their fullest ability. The purpose of this procedure is to assist any worker who may have, or develop, a problem that affects his or her job performance, and to aid the worker to gain assistance before the condition renders him or her unemployable.

General

A supervisor, etc. who suspects that deteriorating job performance, absenteeism, are due to an alcohol or drug problem is to advise the Human Resources Manager.

At this point the suspected problem should not be discussed with the employee.

The Human Resources Manager will decide upon the appropriate direction to be taken.

Any person under the influence of alcohol or other drugs will be sent home immediately. Such absence is not eligible for pay.

Regular salary or wages will not be paid to an employee who is off work due to attendance at a treatment centre for drug addiction or alcoholism.

Such an employee will be entitled to the usual sick benefit for an employee in his/her classification.

The Human Resources Manager will assist the employee in obtaining sick benefits from the Unemployment Insurance Commission, if necessary.

See also: Employees' Assistance Program

SUBABUSE.PRO

HRD: Revised Feb. 1995

APPENDIX - IV

AMITY GOODWILL INDUSTRIES

POLICY ON COMMUNICABLE DISEASES (INCLUDING AIDS)

IN THE WORKPLACE

Amity Goodwill Industries respects the rights of all its employees as defined under Federal and Provincial laws.

Amity Goodwill Industries has an obligation to provide a safe work environment for its employees and the safe delivery of service to its clients. At the same time, it is recognized that employees who have life-threatening illnesses, such as AIDS (Acquired Immune Deficiency Syndrome) have a right to engage in as many of their normal pursuits as their condition allows, including work. As long as the employee meets accepted performance standards, and medical evidence indicates that continuing to work does not pose a safety or health hazard to self or others, Amity Goodwill Industries will be sensitive to the employee's condition and ensure that the employee is treated in a manner consistent with other employees and existing personnel policies.

It is recognized that, of all contagious diseases, AIDS is a most serious medical condition since there is no medical cure or vaccine to prevent its spread. For this reason, many people have deep concerns about contracting AIDS and need assurance that their safety will be protected. All actions by employees that endanger the well-being of others in the workplace will be dealt with in a manner consistent with existing personnel policies. Amity Goodwill Industries is committed to addressing these concerns with sensitivity to all, including the patient. An ongoing programme of information and education will be provided for all employees.

All employees have a legal right to privacy. Employees suffering from a life-threatening illness, including AIDS, have special needs. For that reason, they are encouraged to share their diagnosis with their employer via the Rehabilitation Department and/or Director of Human Resources Director or Human Resources Manager. They may expect confidentiality and can set limits on the extent to which information will be disclosed.

aids policy
policy/procedures
approved Dec. 07, 1994

APPENDIX - V

POLICY REGARDING PERSONS WITH EPILEPSY

The purpose of the policy is to help people with epilepsy function to the fullest potential in employment areas which are suitable to their interests and aptitudes, but are not potentially harmful to them or their surroundings.

Intake Policy

As a general policy, persons with epilepsy are accepted to the rehabilitation programs or hired as employees under the same criteria as all other clients or employees. A person whose epilepsy is in an acute or uncontrolled state is not ready for vocational rehabilitation or employment and is therefore not acceptable. Prescribed medical treatment must be successfully maintained by the applicant before acceptance to the program or hiring can be considered.

Potentially Dangerous Tasks on Work Sites

In considering the placement of a person with epilepsy in Assessment, Work Adjustment, Skill Training, or employment areas **which are potentially dangerous** in case of seizure, the epilepsy must be **fully** under control. Epilepsy is considered in a controlled state when the person has been seizure free for a minimum period of two (2) years previous to the date of referral to Amity Goodwill Industries.

Amity Goodwill Industries requires a medical certificate stating that the applicant's epilepsy is controlled and that the person may work in potentially dangerous areas.

This policy is identical to the requirements as outlined by the Ontario Provincial Driver's Licencing Office and the policy followed by the Ministry of Colleges and Universities apprenticeship training programs.

In addition to the medical certificate, a controlled client or employee wishing to be involved in a potentially dangerous area should sign a release stating that he/she has been totally seizure free for the required two (2) year period. The purpose of this is to impress upon the person the responsibility of his/her involvement.

Fairness to All

When applying this policy, Amity Goodwill Industries' staff must consider the moral and legal responsibility to the person as well as the public. While Amity Goodwill Industries' staff is insured for liability in case of a problem, one must consider the liability of the employer after placement especially in third party liability cases (innocent bystander).

This policy applies to persons with Grand Mal as well as Petit Mal epilepsy.

EPILEPSY.POL
HRD: Revised September 1989

APPENDIX - VI

PROCEDURE: SEXUAL HARASSMENT

"Sexual Harassment" has been clearly defined in our Human Rights policy. The following procedure will assist you in dealing with a complaint from any person at Amity. However, it is **crucial** that we do not confuse *"inappropriate behaviours" with **"sexual harassment" when receiving or determining a complaint of this nature.

Discussion States

Supervisor:

(1) Assures complainant of confidentiality.

(2) Assesses and determines the nature of the complaint through discussion (time, place, frequency, indicent) with the complainant.

(3) Reviewed Amity Goodwill Industries policy and assures that the company will not tolerate conduct of this nature.

(4) Determines whether both parties should be involved in further discussion. (Let the complainant know that the complaint will no longer be a confidential matter but it will be limited to those needed as witnesses and respective staff persons).

(5) Discusses accordingly with the appropriate Human Resources staff person (Vocational Rehabilitation Coordinator for trainees, Employment Services Manager for hourly paid workers, or Director of Human Resources).

(6) The Human Resources staff person will arrange a meeting with the complainant, his/her supervisor and the alleged perpetrator.

Investigation

(7) The Human Resources staff person will conduct an investigation, maintaining optimum confidentiality. If necessary, a written statement from the witness(es) will be taken and signed.

(8) The Human Resources staff person will arrange another meeting with the complainant, his/her supervisor, and the alleged perpetrator.

(9) If a determination is reached in favour of the complainant, then the perpetrator would be issued a clear warning outlining the action to be taken and consequences to follow if such behaviour occurs again.

Unresolved Cases

If no solution has been reached, the Director of Human Resources would be asked to assist in satisfactorily resolving the situation.

***Inappropriate Behaviours**

The first type of behaviour is behaviour that deviates from standards accepted by the majority of others in the society, group or social class. These behaviours connote moral inferiority or social rejection. Examples of this type of behaviour include kissing, holding hands, embracing, or open sexual remarks and/or discussion in the work area. The second type of behaviour is aggressive and involves swearing, fighting or fighting to protect self or others.

****Sexual Harassment**

Sexual harassment is defined as:

(a) a course of distressing sexual comment or conduct in the workplace, either impled or specific, that is known or ought reasonably to be known to be unwelcome.

(b) an unwelcome sexual advance or approach by a supervisor who is in a position to grant or deny a benefit or advancement.

(c) a reprisal or threat of a reprisal by a supervisor because of a rejected sexual advance.

Date: 1995 04 06

To: Chairman and Members
Program Committee

From: Elizabeth Bond
Superintendent of Program

Re: Native Studies Survey

Report Information / Decision

BACKGROUND:

As a result of discussion about funding available to support Native Studies programs during the Program Committee meeting 1994 09 18, the following motion was passed:

> "the Board survey the Native population concerning a Native as a Second Language Program and a report be brought back to the Program Committee by April 1995".

Subsequently, a questionnaire was developed jointly by members of the Education Committee of the Hamilton Regional Indian Centre and staff of the Board of Education for the City of Hamilton (Appendix I). This collaboration is symbolized by the presence of the logos of both organizations on the questionnaire.

All students (approximately 38,000) with the exception of those in their secondary school graduation year received the questionnaire. Schools used a variety of methods to distribute the questionnaire, including attachment to newsletters and inclusion in the mailing of semester one reports. Efforts were made to maximize the rate of return. The original requested return date of February 10th was extended with all responses received on or before March 21 being included in the tabulation completed by members of the Education Committee of the Hamilton Regional Indian Centre.

The results of the tabulations are presented in Appendix I(i). The number of questionnaires returned was 3241 or 8.5% of the number distributed. Parents / guardians who responded on behalf of their child / children and students who responded on behalf of themselves indicated their interest through responses to questions #1 and #2. The number of positive responses was 1,057 or 32% of all respondents. Those interested in a Native Language Program if the program were offered at a school other than the one presently attended indicated their interest through responses to question #3. The number of positive responses was 537 or 16.5% of those persons who replied. Additionally, in response to question #8, 559 parents / guardians indicated an interest in enrolling themselves in First Nations Language Programs. In response to question #10, 147 respondents indicated a willingness to act as a resource person for a First Nations Language Class.

Appendix I(ii) indicates the first and second language preferences for those who responded in the affirmative to either question #1 or #2. The tabulations indicate the following as the languages of first preference: Cayuga 112; Cree 164; Mohawk 670; Ojibwa 177; Oneida 55. The tabulations indicate the following as the languages of second preference: Cayuga 166; Cree 278; Mohawk 234; Ojibwa 181; Oneida 71.

A detailed presentation of the incidence of interest in enrolling and the First Nations Language preference of respondents has been provided in Appendices 3 (i) to 3 (ix) and 4(i) to 4(ix). To present the numerical responses within some geographical context, the city for the purpose of this report was divided into nine sectors (Appendix II).

ISSUE

To share with trustees the results of the Native Studies survey and to determine support for establishment of pilot First Nations Language Programs, beginning in September 1995.

RECOMMENDATIONS

That an identification process be undertaken to determine the schools in which pilot programs will be located.

That public information meetings be scheduled related to First Nations Language pilot programs.

That a determination be made as to the availability of appropriate First Nations Language curriculum.

That a determination be made as to the financial implications of the establishment of First Nations Language pilot programs.

RATIONALE:

Appendix I	Native Studies Questionnaire
Appendix I (i)	Incidence of Interest - System Totals
Appendix I (ii)	First Nations Language Preference - System Totals
Appendix II	Location of Schools by Geographic Sectors
Appendix III (i) - 3 (ix)	Incidence of Interest - by Sector
Appendix IV (i) - 4 (ix)	First Nations Language Preference by Sector
Appendix V	Ministry Policy / Program Memorandum No. 91A

Appendix I

NATIVE STUDIES QUESTIONNAIRE

The Ministry of Education and Training has expressed an interest in supporting Boards of Education who establish First Nations language instruction and programs which reflect a First Nations perspective. These programs enrich the learning experiences of all students by enabling them to understand, appreciate and develop their sense of identity, culture and heritage. These programs enable students to further develop a sense of who they are and where they fit in family life, the world of work and in the local community.

The following questionnaire has been developed co-operatively by the Hamilton Regional Indian Centre and the Board of Education for the City of Hamilton. It has been designed to determine the level of community support and the willingness of parents/guardians to enroll their children in Native Studies programs.

Please complete the following questionnaire and return it to the office of the principal of the school that your child/children attend no later than February 10, 1995.

If you have any questions about the questionnaire, do not hesitate to call either Russel Blackbird, Hamilton Regional Indian Centre 548-9593 or Dr. Frank Cooke, Board of Education for the City of Hamilton 527-5092.

---

1. As a parent/guardian are you interested in enrolling your child/children in a First Nations language program, if offered at your school during regular school hours?

   YES _____ NO _____

2. If you are a student living independently are you interested in enrolling in a First Nations language program, if offered at your school during regular school hours?

   YES _____ NO _____

3. Are you interested if the First Nations program is offered at a school other than the one you / your children attend.

   YES _____ NO _____

4. If the First Nations language class were offered at a school other than the one you/your child now attend would transportation need to be provided?

   YES _____ NO _____

5. If you answered NO to either questions #1 or #2, please indicate the following:

   (a) A better time for the class would be _____

   (b) A better location for the class would be _____

6. In which First Nations languages classes would you/your children be prepared to enroll? (FILL IN A NUMBER AFTER EACH LANGUAGE 1 = First choice, 2 = second, 3 = third).

   CAYUGA____ CREE ____ MOHAWK ____ OJIBWA ____ ONEIDA ____

   Other (Please describe)_____

7. Please complete the following for each of your children who attend a school or will attend a school next year and who you would enroll in First Nations language classes. (DO NOT WRITE IN THE NAME(S) OF YOUR CHILDREN)

   AGE GRADE SCHOOL

   _____

   _____

   _____

   _____

8. Would you (a parent or family member other than student(s)) enroll in a First Nations language class?

   YES _____ NO _____

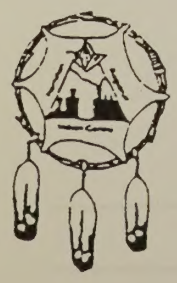
9. If you answered "YES" to questions #8 would you need transportation provided if the class was offered at a school outside your district?

   YES _____ NO _____

10. Would you or anyone in your family be prepared to act as a Resource Person for a First Nations language class?

    YES _____ NO _____

    If you have answered "YES" to question #10 please forward your name to Russel Blackbird, Hamilton Regional Indian Centre, 548-9593.



THANK YOU FOR TAKING THE TIME TO COMPLETE THE QUESTIONNAIRE.

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

INCIDENCE OF INTEREST SYSTEM TOTALS

APPENDIX I (i)

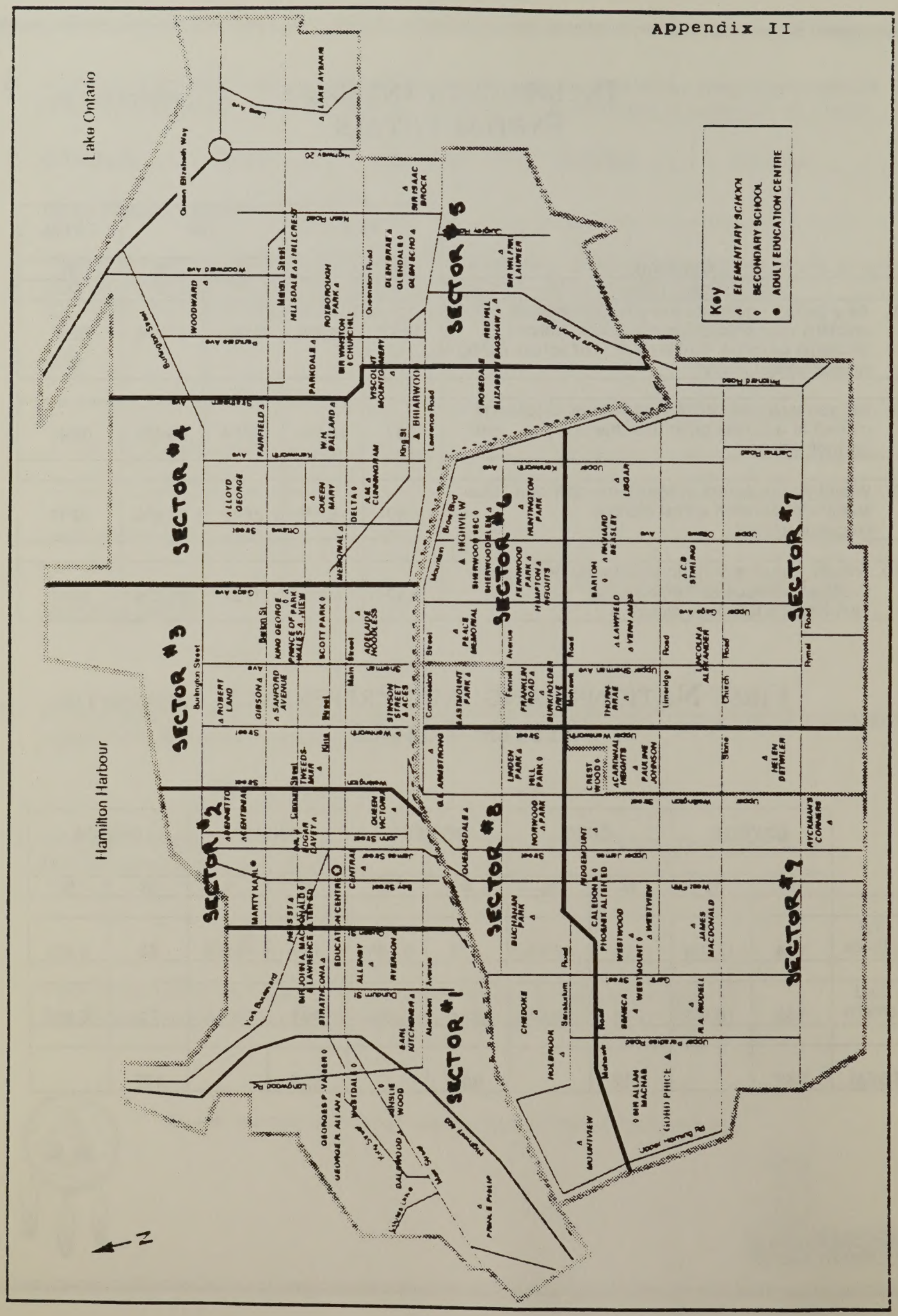
Question	YES		NO		TOTAL
	N	%	N	%	N
1. As a parent / guardian are you interested in enrolling your child/children in a First Nations language program, if offered at your school during regular school hours?	1057	32.6%	2184	67.3%	3241
3. Are you interested if the First Nations program is offered at a school other than the one you / your children attend.	537	16.5%	2704	83.5%	3241
8. Would you (a parent or family member other than student(s)) enroll in a First Nations language class?	599	18.4%	2642	81.6%	3241
10. Would you or anyone in your family be prepared to act as a Resource Person for a First Nations language class?	147	4.5%	3094	95.5%	3241

FIRST NATIONS LANGUAGE PREFERENCE SYSTEM TOTALS

APPENDIX I (ii)

	CAYUGA		CREE		MOHAWK		OJIBWA		ONEIDA	
	N	%	N	%	N	%	N	%	N	%
1st choice	114	10.2%	164	12.9%	670	57.8%	177	14.6%	55	4.2%
2nd choice	166	18.9%	278	29.5%	234	25%	181	18.4%	71	8.3%
TOTAL	**280**		**442**		**904**		**358**		**126**	

Appendix II


Lake Ontario
Hamilton Harbour
SECTOR #1
SECTOR #2
SECTOR #3
SECTOR #4
SECTOR #5
SECTOR #6
SECTOR #7
SECTOR #8
SECTOR #9
Key
ELEMENTARY SCHOOL
SECONDARY SCHOOL
ADULT EDUCATION CENTRE
N

Sector #1 **INCIDENCE OF INTEREST** Appendix 3(i)

Appendix 3(i) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the lower city, between the western city limits and Queen Street.

	Yes	No	# Distributed
Allenby	12	8	125
Earl Kitchener	18	35	482
G.R. Allan	8	34	507
Prince Philip	10	37	264
Strathcona	12	6	207
Dalewood	29	55	360
Ryerson	15	21	407
Westdale	2	3	1184
Sector #1 Totals	**106**	**199**	**3541**

% of sector #1 respondents who answered 'Yes'	2.9%
% of sector #1 respondents who answered 'No'	5.6%
% of sector #1 respondents who did not respond	91.5%

Sector #1 **FIRST NATIONS LANGUAGE PREFERENCE** Appendix 4(i)

Appendix 4(i) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Allenby	1	2	4	0	0
Earl Kitchener	2	2	7	4	1
G.R. Allan	0	0	8	0	0
Prince Philip	1	2	7	0	0
Strathcona	2	0	7	11	0
Dalewood	1	4	9	4	0
Ryerson	0	3	8	4	0
Westdale	1	0	1	0	0
Sector #1 Totals	**8**	**13**	**51**	**23**	**1**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 8 Cree 23 Mohawk 23 Ojibwa 17 Oneida 3

Sector #2

INCIDENCE OF INTEREST

Appendix 3(ii)

Appendix 3(ii) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the lower city, between Queen Street and Wellington Street.

	Yes	No	# Distributed
Centennial	0	0	512
Central	8	6	147
Dr. Davey	6	1	290
Hess Street	6	1	480
Queen Victoria	17	6	234
Bennetto	23	21	304
Sir John A. Macdonald	49	98	1098
Sector #2 Totals	**109**	**133**	**3053**

% of sector #2 respondents who answered 'Yes'	3.6%
% of sector #2 respondents who answered 'No'	4.4%
% of sector #2 respondents who did not respond	92.0%

Sector #2

FIRST NATIONS LANGUAGE PREFERENCE

Appendix 4(ii)

Appendix 4(ii) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Centennial	0	0	0	0	0
Central	0	2	2	2	0
Dr. Davey	0	0	6	1	0
Hess Street	1	0	1	2	1
Queen Victoria	3	0	11	1	0
Bennetto	2	10	17	9	1
Sir John A. Macdonald	5	7	43	3	1
Sector #2 Totals	**11**	**19**	**70**	**18**	**3**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 26 Cree 34 Mohawk 19 Ojibwa 20 Oneida 9

Sector #3 INCIDENCE OF INTEREST Appendix 3(iii)

Appendix 3(iii) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the lower city, between Wellington Street and Gage Avenue.

	Yes	No	# Distributed
Gibson	10	3	259
King George	5	5	244
Robert Land	10	3	278
Sanford	12	0	384
Stinson	6	5	320
Adelaide Hoodless	11	21	486
Prince of Wales	30	14	584
Tweedsmuir	17	20	318
Parkview	6	16	342
Scott Park	3	1	876
Sector #3 Totals	**110**	**88**	**4021**

% of sector #3 respondents who answered 'Yes'	2.7%
% of sector #3 respondents who answered 'No'	2.1%
% of sector #3 respondents who did not respond	95.2%

Sector #3 FIRST NATIONS LANGUAGE PREFERENCE Appendix 4(iii)

Appendix 4(iii) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Gibson	3	0	9	0	2
King George	0	0	1	1	2
Robert Land	2	1	3	2	1
Sanford Avenue	1	0	5	0	1
Stinson	1	0	2	1	0
Adelaide Hoodless	4	1	14	4	1
Prince of Wales	1	2	27	10	10
Tweedsmuir	0	1	13	4	2
Parkview	5	0	4	0	0
Scott Park	1	1	0	0	1
Sector #3 Totals	**17**	**6**	**78**	**22**	**20**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 12 Cree 19 Mohawk 32 Ojibwa 17 Oneida 12

Sector #4 INCIDENCE OF INTEREST Appendix 3(iv)

Appendix 3(iv) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the lower city, between Gage Avenue and Strathern Avenue.

	Yes	No	# Distributed
A.M. Cunningham	16	45	339
Fairfield	8	8	244
Lloyd George	13	10	236
Rosedale	8	32	244
Memorial	19	42	663
Queen Mary	24	23	575
Viscount Montgomery	12	16	328
W.H. Ballard	18	20	771
Delta	8	32	947
Sector #4 Totals	**126**	**228**	**4290**

% of sector #4 respondents who answered 'Yes'	2.9%
% of sector #4 respondents who answered 'No'	5.3%
% of sector #4 respondents who did not respond	91.8%

Sector #4 FIRST NATIONS LANGUAGE PREFERENCE Appendix 4(iv)

Appendix 4(iv) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
A.M. Cunningham	0	1	8	10	0
Fairfield	0	1	2	1	1
Lloyd George	1	2	7	3	0
Rosedale	0	4	14	0	0
Memorial	0	4	21	1	0
Queen Mary	13	2	12	1	4
Viscount Mongomery	0	0	15	2	0
W.H. Ballard	2	10	17	9	1
Delta	3	2	15	2	0
Sector #4 Totals	**19**	**26**	**111**	**29**	**6**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 23 Cree 45 Mohawk 38 Ojibwa 26 Oneida 9

Sector #5 INCIDENCE OF INTEREST Appendix 3(v)

Appendix 3(v) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the lower city, between Strathern Avenue and the eastern city limits.

	Yes	No	# Distributed
Glen Echo	12	12	252
Hillsdale	8	6	255
Parkdale	23	29	239
Red Hill	5	10	251
Roxborough Park	6	4	341
Sir Isaac Brock	13	21	292
Sir Wilfrid Laurier	37	38	597
Woodward	5	11	285
Lake Avenue	16	17	619
Elizabeth Bagshaw	4	0	351
Glen Brae	4	5	290
Hillcrest	3	21	313
Glendale	26	169	905
Sir Winston Churchill	7	23	879
Sector #5 Totals	**169**	**366**	**5869**

% of sector #5 respondents who answered 'Yes'	2.8%
% of sector #5 respondents who answered 'No'	6.2%
% of sector #5 respondents who did not respond	91.0%

Sector #5 FIRST NATIONS LANGUAGE PREFERENCE Appendix 4(v)

Appendix 4(v) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Glen Echo	0	3	7	0	0
Hillsdale	0	3	8	2	0
Parkdale	1	3	19	2	0
Red Hill	0	2	6	0	0
Roxborough Park	1	0	5	0	0
Sir Isaac Brock	1	1	13	0	3
Sir Wilfrid Laurier	2	2	20	8	2
Woodward	0	0	2	1	0
Lake Avenue	1	1	10	1	0
Elizabeth Bagshaw	0	0	2	1	0
Glen Brae	2	0	2	0	0
Hillcrest	0	1	3	0	0
Glendale	0	6	17	0	0
Sir Winston Churchill	2	2	3	0	0
Sector #5 Totals	**10**	**24**	**117**	**15**	**5**

In addition, respondents indicated the following First Nations Languages as their second choice:
Cayuga 18 Cree 41 Mohawk 20 Ojibwa 23 Oneida 11

Sector #6 INCIDENCE OF INTEREST Appendix 3(vi)

Appendix 3(vi) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the upper city, between Upper Kenilworth Avenue and Upper Wentworth Street, north of Mohawk Road.

	Yes	No	# Distributed
Eastmount Park	11	15	284
Fernwood Park	13	28	239
Franklin Road	23	20	343
Huntington Park	9	22	362
Peace Memorial	14	36	303
Sherwood Heights	21	51	315
Burkholder Drive	22	29	372
Hampton Heights	18	35	334
Highview	6	23	307
Sherwood	24	135	1115
Sector #6 Totals	**161**	**194**	**3884**

% of sector #6 respondents who answered 'Yes'	4.1%
% of sector #6 respondents who answered 'No'	10.1%
% of sector #6 respondents who did not respond	85.8%

Sector #6 FIRST NATIONS LANGUAGE PREFERENCE Appendix 4(vi)

Appendix 4(vi) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Eastmount Park	0	1	2	1	1
Fernwood Park	0	3	11	2	1
Franklin Road	0	13	19	2	0
Huntington Park	0	0	1	1	2
Peace Memorial	4	2	6	5	1
Sherwood Heights	2	4	16	1	0
Burkholder Drive	1	3	6	0	0
Hampton Heights	0	2	1	0	0
Highview	1	0	2	0	0
Sherwood	6	4	16	4	0
Sector #6 Totals	**14**	**32**	**68**	**16**	**5**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 24 Cree 46 Mohawk 43 Ojibwa 24 Oneida 10

Sector #7 INCIDENCE OF INTEREST Appendix 3(vii)

Appendix 3(vii) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the upper city, between Upper Kenilworth Avenue and Upper Wentworth Street, south of Mohawk Road.

	Yes	No	# Distributed
Lincoln Alexander	3	14	371
Lisgar	9	24	313
Richard Beasley	22	34	315
Thornbrae	5	18	414
Vern Ames	17	26	327
C.B. Stirling	12	2	539
Lawfield	18	37	379
Barton	28	97	1145
Sector #7 Totals	**114**	**252**	**3803**

% of sector #7 respondents who answered 'Yes'	2.9%
% of sector #7 respondents who answered 'No'	6.6%
% of sector #7 respondents who did not respond	90.5%

Sector #7 FIRST NATIONS LANGUAGE PREFERENCE Appendix 4(vii)

Appendix 4(vii) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Lincoln Alexander	0	0	1	1	0
Lisgar	1	1	5	2	0
Richard Beasley	2	1	19	8	0
Thornbrae	1	1	6	0	1
Vern Ames	2	0	11	2	0
C.B. Stirling	1	3	6	0	0
Lawfield	4	3	8	2	0
Barton	2	10	17	9	1
Sector #7 Totals	**13**	**19**	**73**	**24**	**2**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 22 Cree 38 Mohawk 27 Ojibwa 15 Oneida 6

Sector #8 INCIDENCE OF INTEREST Appendix 3(viii)

Appendix 3(vii) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the upper city, between Upper Wentworth Street and the western city limits, north of Mohawk Road.

	Yes	No	# Distributed
Buchanan Park	6	25	240
Holbrook	5	10	239
Mountview	10	34	309
Linden Park	8	4	222
Queensdale	11	28	259
Cardinal Heights	11	35	430
Chedoke	10	52	498
G. L. Armstrong	16	32	645
Norwood Park	19	48	443
Hill Park	11	28	1070
Mountain Secondary	0	0	315
Sector #8 Totals	**107**	**296**	**4654**

% of sector #8 respondents who answered 'Yes'	2.2%
% of sector #8 respondents who answered 'No'	6.3%
% of sector #8 respondents who did not respond	91.5%

Sector #8 FIRST NATIONS LANGUAGE PREFERENCE Appendix 4(viii)

Appendix 4(viii) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Buchanan Park	0	0	2	1	1
Holbrook	1	0	4	1	0
Mountview	4	3	8	2	0
Linden Park	2	0	2	1	0
Queensdale	0	0	7	0	2
Cardinal Heights	1	2	2	2	0
Chedoke	1	0	10	0	1
G. L. Armstrong	3	6	7	8	6
Norwood Park	1	8	3	4	0
Hill Park	0	0	9	1	0
Mountain Secondary	0	0	0	0	0
Sector #8 Totals	**12**	**19**	**54**	**20**	**10**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 13 Cree 18 Mohawk 21 Ojibwa 10 Oneida 7

Sector #9 INCIDENCE OF INTEREST Appendix 3(ix)

Appendix 3(ix) reports the responses to question #1 of the survey which asked "As a parent / guardian are you interested in enrolling your child / children in a First Nations language program, if offered at your school during regular school hours?".

This sector includes those schools located in the upper city, between Upper Kenilworth Avenue and Upper Wentworth Street, south of Mohawk Road.

	Yes	No	# Distributed
Gordon Price	6	11	401
Helen Detweiler	3	19	560
James Macdonald	11	18	256
Pauline Johnson	16	39	396
Ridgemount	13	12	323
Ryckman's Corners	4	8	131
Seneca	0	0	229
Westwood	6	12	398
Westview	0	5	350
R.A. Riddell	11	30	642
Sir Allan MacNab	0	0	1074
Westmount	2	5	790
Sector #9 Totals	**72**	**159**	**5052**

% of sector #9 respondents who answered 'Yes'	1.4%
% of sector #9 respondents who answered 'No'	3.1%
% of sector #9 respondents who did not respond	96.5%

Sector #9 FIRST NATIONS LANGUAGE PREFERENCE Appendix 4(ix)

Appendix 4(ix) reports the responses to question #6 of the survey which asked "In which First Nations Language classes would you/your children be prepared to enroll?" Respondents were asked to indicate first, second and third choices.

	Cayuga	Cree	Mohawk	Ojibwa	Oneida
Gordon Price	0	1	4	1	0
Helen Detweiler	0	2	1	0	0
James Macdonald	0	3	13	0	0
Pauline Johnson	1	3	19	2	0
Ridgemount	5	2	1	3	2
Ryckman's Corners	0	0	3	0	1
Seneca	0	0	0	0	0
Westwood	2	2	0	0	0
Westview	0	0	0	0	0
R.A. Riddell	0	1	5	3	0
Sir Allan MacNab	0	0	0	0	0
Westmount	0	2	2	1	0
Sector #9 Totals	**8**	**16**	**48**	**10**	**3**

In addition, respondents indicated the following First Nations Languages as their second choice:

Cayuga 20 Cree 14 Mohawk 11 Ojibwa 9 Oneida 4

Appendix V

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 91A*

Date of Issue: December 8, 1986 Effective: Until revoked or modified

Subject: IMPLEMENTATION OF THE NATIVE-AS-A-SECOND-LANGUAGE PROGRAM

Application: Directors of Education
Secretaries of District School Area Boards
Secretaries of Isolate Roman Catholic Separate School Boards

Languages carry within them the spirit, culture, history, and philosophy of their speakers. The Ministry of Education views Native languages as legitimate and valid forms of communication, which are currently being threatened. The curriculum guideline "Native Languages", now in the process of development, is evidence of the ministry's recognition of and response to the concern expressed by Native people that their languages are being lost and that many of their younger generation can no longer speak or understand their mother tongue. If the Native identity is to be preserved, steps must be taken to reverse this trend.

To address this concern of the aboriginal people of Ontario, a Native-as-a-second-language (NSL) program, which will enable students from Kindergarten to Grade 12/OAC to receive instruction during the regular school day in a Native language, will be introduced in Ontario schools, beginning in September 1987. The accompanying pages provide information on the planning and implementation of the NSL program. Further information and assistance are available from local regional offices of the Ministry of Education.

Also enclosed with this memorandum is a copy of Ontario's NSL Program: Teaching and Learning a Native Language as a Second Language. This document was recently prepared and distributed to parents of Native students and others interested in the preservation of the Native cultural heritage.

*Limited Distribution
Enclosure

Planning and Implementation of the NSL Program

Which Native languages may be taught in Ontario schools?

Cree, Delaware, and Ojibwe (of the Algonquian group)
Mohawk, Oneida, and Cayuga (of the Iroquoian group)

What ministry publication will support the NSL program?

A curriculum guideline, "Native Languages", will be available in the spring of 1987.

When does implementation begin?

School boards may offer courses based on the Native languages guideline in September 1987. By September 1988, NSL programs must be based on this curriculum document.

When do students begin NSL instruction?

Students can begin at any grade - but once the program has been started it must be continued without interruption.

How much time is required?

Grades K to 3:	20 minutes daily, as part of the regular school day
Grades 4 to 8:	40 minutes daily, as part of the regular school day
Secondary:	110 hours per credit

What does the program require?

1. A qualified NSL teacher: The teacher must hold a Permanent Letter of Standing valid for the Native language taught; or a Provisional Letter of Standing valid for the Native language taught; or an Ontario Teacher's Certificate with an additional qualification in teaching a Native language as a second language.

2. Minimum class enrolment: The ministry recommends a minimum of fifteen students for an NSL class. However, a board may offer a program with fewer students if, after consideration of the feasibility and costs of the program and the availability of teachers, it is able to do so.

3. Board submission and regional office approval of the NSL planning outline: School boards must submit plans of their programs annually to the appropriate regional office, on forms to be provided. Funding is conditional on the approval of these plans.

What grants are available?

1. Incentive grants: $200 per student per year for every student enrolled in the NSL program in its first five years; grants are to be used to defray the costs of material development, professional development (for the NSL teacher), and salaries.

2. Maintenance grants: For resident students, grants will be based on accumulated hours of instruction (calculated in the same fashion as current FSL grants). (For all other NSL students, maintenance funds will be provided by tuition agreements with Indian and Northern Affairs, Canada.)

When will grants be available?

Dependent upon ministry approval of the planning outline submitted by the board, grants will be available September 1, 1987.

What other assistance will be available to boards implementing the program?

Consultants, available through regional offices, will assist boards and teachers in the development and implementation of Ojibwe, Cree, and Iroquoian language programs.

What students are eligible for the program?

All students: the program offers Native students the opportunity to regain their own language and allows non-Native students to gain an appreciation and understanding of Native culture, language, and heritage.

Can the NSL program be substituted for the required FSL program?

At the elementary level, provisions for FSL exemption are outlined in the curriculum guideline French, Core Programs, 1980 (p.2) and OSIS (section 3.4, note f[ii], p.14). At the secondary level, substitutions are allowed only according to exemptions cited in OSIS (section 4.10, note [d], p.18). The opportunities for Native students to study both Native as a second language and French as a second language should be available to them should they wish to do so.

MEMO

1995 03 23

To: Frank Cooke

From: John Paterson

Re: Native as a Second Language

As you requested, I have done some research into grant support for a Native as a Second Language program. Lorna Mascoll, Finance Officer for M.E.T. provided the following, assuming September 1995 commencement:

Elementary

Classes between 20 and 40 minutes per day	$219 per student
Classes over 40 minutes per day	$389 per student

Secondary

Grades 9 & 10	$57 per credit per student
Grades 11 - OAC	$75 per credit per student

To illustrate the grant support, I have taken 1994 panel A.D.E.s, equalized assessment, and fixed factors, and calculated a few outcomes based on the above. As per the attached exhibits, the net grant after local share amounts to approximately 71% of the eligible sum per student.

I would be glad to calculate other outcomes if you wish to vary any of the pertinent factors.

c.c. Irene Polidori

Ontario

Ministry of Education and Training

NAME OF BOARD

☐ ELEMENTARY ☐ SECONDARY

SECTION 6 **GRANT FOR NATIVE AS A SECOND LANGUAGE** **ITEM NO.**

6.1 Eligible Sum for Native as a Second Language (Computer Printout "Eligible Sum for Native Language Instruction") _____ 6.1

6.1.1 Eligible Sum included in Item 6.1 that pertains to non-resident Native students 0732 _____ 6.1.1

6.1.2 Net Eligible Sum (Item 6.1 less Item 6.1.1) _____ 6.1.2

6.2 Day School A.D.E. of Resident-Internal (21-0911, Code 0504) _____ 6.2

6.3 A.D.E. of Non-Resident (21-0911, Codes 0506) _____ 6.3

6.4 Sum of Items 6.2 and 6.3 _____ 6.4

6.5 _____ (Item 6.1.2) / _____ (Item 6.4) / 100 = _____ (Five Places of Decimals) 6.5

6.6 Local Share of Eligible Sum for Native as a Second Language

_____ (Item 6.5) X _____ (Board's Equalized Assessment for Grant Purposes (Item 2.7, Code 0499)) X .000073 Elem. or .000040 Sec. = 0636 _____ 6.6

6.7 Grant for Native as a Second Language

_____ (Item 6.1.2) - _____ (Item 6.6) = 0637 _____ 6.7

6.8 Start-up Grant *

0613 _____ (No. of Pupils Enrolled at September 30, 1994 in a Native as a Second Language Program) X $200 = _____ 6.8

* Does not apply to a board that operated a NSL Program on or before September 30, 1989

6.9 **TOTAL GRANT FOR NATIVE AS A SECOND LANGUAGE** (Sum of Items 6.7 and 6.8) _____ 6.9

Elementary	A 15 students @ $219	B 15 students @ $389	B-A + $170 Variance	C 30 students @ $219	C-A +15 students Variance	D 30 students @ $389	D-C + $170 Variance
Section 6 - Native as a Second Language							
6.1 Eligible Sum	3,285	5,835	2,550	6,570	3,285	11,670	5,100
6.2 A.D.E. Res-Internal	24,189.77	24,189.77	0.00	24,189.77	0.00	24,189.77	0.00
6.3 A.D.E. Non-Resident	91.75	91.75	0.00	91.75	0.00	91.75	0.00
6.4 Sum of A.D.E.s	24,281.52	24,281.52	0.00	24,281.52	0.00	24,281.52	0.00
Local Share:							
6.5 1993 Eligible Sum /	3,285	5,835	2,550	6,570	3,285	11,670	5,100
Sum of A.D.E.s /	24281.52	24281.52	0.00	24281.52	0	24281.52	0.00
	100	100	0	100	0	100	0
	0.00135	0.00240	0.00105	0.00271	0.00136	0.00481	0.00210
6.6 6.5 X	0.00135	0.00240	0.00105	0.00271	0.00136	0.00481	0.00210
Equalized Assess. X	9,548,842,395	9,548,842,395	0	9,548,842,395	0	9,548,842,395	0
Rate	0.000073	0.000073	0.000000	0.000073	0.00000	0.000073	0.00000
Local Share	941	1,673	732	1,889	948	3,353	1,464
6.7 1993 Eligible Sum	3,285	5,835	2,550	6,570	3,285	11,670	5,100
Local Share	941	1,673	732	1,889	948	3,353	1,464
6.8 Start-up Grant	3,000	3,000	0	6,000	3,000	6000	0
6.9 Grant for French as a Second Language	5,344	7,162	1,818	10,681	5,337	14,317	3,636

Secondary	A 15 credits @ $57	B 15 credits @ $75	B-A + $18 Variance	C 30 credits @ $57	C-A +15 credits Variance	D 30 credits @ $75	D-C + $18 Variance
Section 6 - Native as a Second Language							
6.1 Eligible Sum	855	1,125	270	1,710	855	2,250	540
6.2 A.D.E. Res-Internal	10,938.23	10,938.23	0.00	10,938.23	0.00	10,938.23	0.00
6.3 A.D.E. Non-Resident	1,984.00	1,984.00	0.00	1,984.00	0.00	1984	0.00
6.4 Sum of A.D.E.s	12,922.23	12,922.23	0.00	12,922.23	0.00	12,922.23	0.00
Local Share:							
6.5 1993 Eligible Sum /	855	1,125	270	1,710	855	2,250	540
Sum of A.D.E.s /	12922.23	12922.23	0.00	12922.23	0	12922.23	0.00
	100	100	0	100	0	100	0
	0.00066	0.00087	0.00021	0.00132	0.00066	0.00174	0.00042
6.6 6.5 X	0.00066	0.00087	0.00021	0.00132	0.00066	0.00174	0.00042
Equalized Assess. X	9,548,727,492	9,548,727,492	0	9,548,727,492	0	9,548,727,492	0
Rate	0.00004	0.00004	0.000000	0.00004	0.00000	0.00004	0.00000
Local Share	252	332	80	504	252	665	161
6.7 1993 Eligible Sum	855	1,125	270	1,710	855	2,250	540
Local Share	252	332	80	504	252	665	161
6.8 Start-up Grant	3,000	3,000	0	6,000	3,000	6000	0
6.9 Grant for French as a Second Language	3,603	3,793	190	7,206	3,603	7,585	379

URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1995

URBAN MUNICIPAL

MAY 3 1995

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1995 05 04

Confirmation of the minutes of the regular meetings of 1995 01 05 and 1995 04 06.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy) **Pages 1 to 64**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on the Evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School **Pages 65 to 70**

2. Verbal Report re Native Education (First Nations Language Pilot Programs)

* 3. Response from the Officials to the Presentation from the Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program

NEW BUSINESS:

1. Report on Technological Studies – requested by Trustee Stewart

***Report may be distributed to the members via Courier during the week of 1995 05 01.**

Date: 1995 05 04

To: Chairman and Members
Program Committee

From: Donald W. Goodridge, Director of Education and Secretary

Re: **Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy)**

Report: Information/Approval

Background

In December 1994, in response to a recommendation in the Secondary Study Report 1991, the Board approved a policy (Appendix A) and action plan (Appendix B) for the expanded implementation of specialized programs and courses in specified secondary schools. Further, the Board determined that the implementation plan be presented in April, 1995 (deferred to May, 1995 by motion) for approval.

Issue

To provide an update for Trustees on the work of the Secondary Futures Steering Committee in the development of a plan (Appendix D) for implementation of the policy and action plan as outlined in Appendices A and B of this report.

Recommendations

1) That the report on Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy) be received for information.

2) That the implementation plan for the Expanded Implementation of Specialized Programs and Courses in Specified Secondary Schools ("Magnet School" Policy) be approved.

3) That a final report with recommendations for implementation be brought to the Program Committee in the fall of 1995.

Rationale

The Secondary Futures Steering Committee determined that it was critical that community stakeholders and the schools themselves have maximum input into how the policy is implemented. This process has resulted in delaying the development of the final report until full input is received.

In order to complete these tasks most efficiently, it should be noted that the Secondary Futures Steering Committee has invited two additional trustees to sit on the Committee. As well, upon recommendation of the Committee, the Director has seconded a secondary teacher as Project Manger to facilitate the three steps of the process outlined in Appendix C.

The Committee anticipates a final report with recommendations for implementation to the Board in the Fall of 1995.

Appendices

Appendix A	Policy
Appendix B	Action Plan
Appendix C	Committee Membership
Appendix D	Implementation Plan
Appendix E	Presentation Package

Appendix A: Policy

It is the policy of the Board of Education for the City of Hamilton to provide a common core program in all secondary schools, and to expand the implementation of "magnet" (specialized) programs and courses in specified schools to address the diverse needs of students.

Appendix B: Action Plan

Task: To develop an action plan for the implementation of the "Magnet" Schools Policy, to be presented to the Board for approval in April, 1995.

Process: The Secondary Education Futures Steering Committee, under the leadership of the Director, seek in put re the implementation of the policy from system and community Focus Groups to include:

Administrative Services Department
Chamber of Commerce
H.T.F.
Trustees
City Council
Home and School
Program Services Department
H.P.A.
Students
A.E.F.O.
H.S.S.P.A.
I.E.C.
O.S.S.T.F.
Parents
Human Resources Department
Mohawk/McMaster
Secondary Staffs

The Steering Committee will develop a presentation and feedback for the Focus Groups.

The feedback will focus in determining:

- the nature of the ideal graduate
- vision and mission statements for secondary education
- the nature of a common core program
- the nature of "magnet" programs and courses
- sites for the expanded implementation of "magnet" programs and courses
- articulation and employment agreements
- staffing and training
- OTAB funding and community courses which might arise

The Steering Committee will develop an implementation plan based on the Focus Group input.

The Steering Committee will facilitate a Focus Group validation of the Implementation Plan.

The Director will present the Implementation Plan to the Board.

Appendix C: Steering Committee Membership

- Elizabeth Bond, Superintendent of Program Services
- Gayla-Brock-Woodland, Public Relations Officer
- Don Goodridge, Director of Education and Secretary (Chairperson)
- Paul Gordon, Secondary Principals
- Sandy Hill, Trustee
- Eleanor Johnstone, Trustee
- Bud Knowles, Secondary Principal
- Robin Magill, Project Manager
- Bill Manson, Co-ordinator Specialization Years
- Nancy Nicholls, Superintendent of Schools
- Lillian Orban, Trustee
- Carol Scaini, Middle School Principal

Appendix D: Implementation Plan

The Committee's Implementation Plan for obtaining input involves three steps:

1) Prepare a common presentation (Appendix D) for schools and focus groups along with response materials. The presentation outlines the common core and "magnet" concepts. The response materials invite specific proposals as to the nature of the core program, and the nature of, and sites for, magnet courses and programs. These materials were prepared in March-April, 1995.

2) Present the materials to schools and focus groups for information and their input. This will occur during the months of May-June, 1995. The Committee will work through the secondary principals to gather this information from the schools, and directly with stakeholder focus groups to receive their input.

   In June, 1995, all secondary principals will meet to share their schools' proposals for the implementation of common core programs and specialized courses and programs. Schools will be urged to involve their communities as well as their staffs in the development of these proposals.

3) Analyze the proposals from the schools and input from the focus groups to determine final recommendations which will go to Senior Management and Board in November, 1995 re:
   - the nature of the common core program
   - the nature of, and specified sites for, magnet programs and courses.

Appendix E: Presentation Package (attached)

PRINCIPAL'S PACKAGE

THE POLICY

It is the policy of the Board of Education for the City of Hamilton to provide a common core program in all secondary schools, and to expand the implementation of "magnet" (specialized) programs and courses in specified schools to address the diverse needs of students. (December 1994)

RATIONALE

The Policy To Develop "Magnet" (Specialized) Programs and Courses

The Hamilton Board has always promoted excellence in education. In a time of social, cultural, political, and economic transition we must continue to address the educational needs of our students, so that our graduates are prepared to meet the challenges of the 21st century.

We must continue to offer quality programs for an increasingly diverse community, and must explore ways of delivering those programs effectively within existing - or even decreasing - resources. In the information age we can no longer afford, economically or educationally, to do the same old business in the same old ways as we did in "the good old days".

All secondary schools cannot afford to continue offering all programs to all students. We cannot afford the current duplication of plant, equipment, material and human resources across the System. In this age of technology and specialization we must encourage our clients to stay in school because we are able to offer a full range of programs that encourage them to do so.

The policy to develop "magnet" (specialized) programs and courses at specified sites across the System addresses all of these issues. The expanded implementation of "magnet" programs is more flexible and responsive to change, and is more relevant and cost-effective.

The Policy ensures that all secondary schools offer a core program. In addition, selected sites in the upper and lower city will offer specialized programs and courses which will offer equity of access to all students from across the system. The process will focus on the effective utilization of specialist staff, will make up-to-date equipment and materials in fewer sites more cost-effective, and will provide quality programs to address the needs of an increasingly diverse clientele.

More money will not bring about the needed changes in the current way we do business, nor meet the needs of all our students. The Policy will.

The Industrial Age is over. Today, in the Information Age "school boards have to take on a different role. It is not enough for boards to reflect the community's understanding of education. ...They've got to transform knowledge and educate the community." (*Dr. Philip Schlechty*)

To retain excellence and to remain competitive in the Age of Information, the Hamilton Board must provide information-age learning and package it in information-age ways. And we must do so in the most cost-effective manner possible. "Magnet" secondary schools and alternative programs will be a major step in that direction.

Adapted from
The Director's Report
To Program Committee
December 12, 1994

The organization of the Secondary Schools of the Board of Education for the City of Hamilton around a "magnet" (specialized) programs and courses focus is a multi-stage process:

- The Policy (December 1994)
- Determination of Core, Magnets & Sites (to the Board, fall 1995)
- In School Program Planning Begins (fall 1995)
- Implementation Initiation (September 1996)
- Monitoring and Further Development (ongoing)
- Review and Evaluation (ongoing)

CORE, MAGNET & SITE DETERMINATION PROCESS

THE SCHOOL

1. Information packages and video presented to principals, April 25/95, by members of the Futures Committee

2. Principal holds a meeting (after May 15) to review background and discuss the common core

3. Data from this session will be summarized for presentation at the next session which will be held at a time deemed appropriate at each school

4. Principal has a meeting to review the common core summary and the policy and then to develop ideas for magnet programs

5. Input is summarized by the principal to establish directions to pursue at the next session

6. Principal has a meeting to develop further the ideas that emerged from the previous sessions

7. The principal uses materials developed from the common core summary, the magnet meetings and from the community who were not able to be involved in the above sessions to prepare a presentation describing the magnet(s) the school would like to develop

8. The principal makes a presentation, in early fall of '95 to an assemblage of presenters, secondary principals, elementary principals, futures committee members, superintendents and other stakeholders

9. Proposals are considered by a committee as to which programs seem appropriate at each location

10. Magnet program locations are assigned

THE COMMUNITY

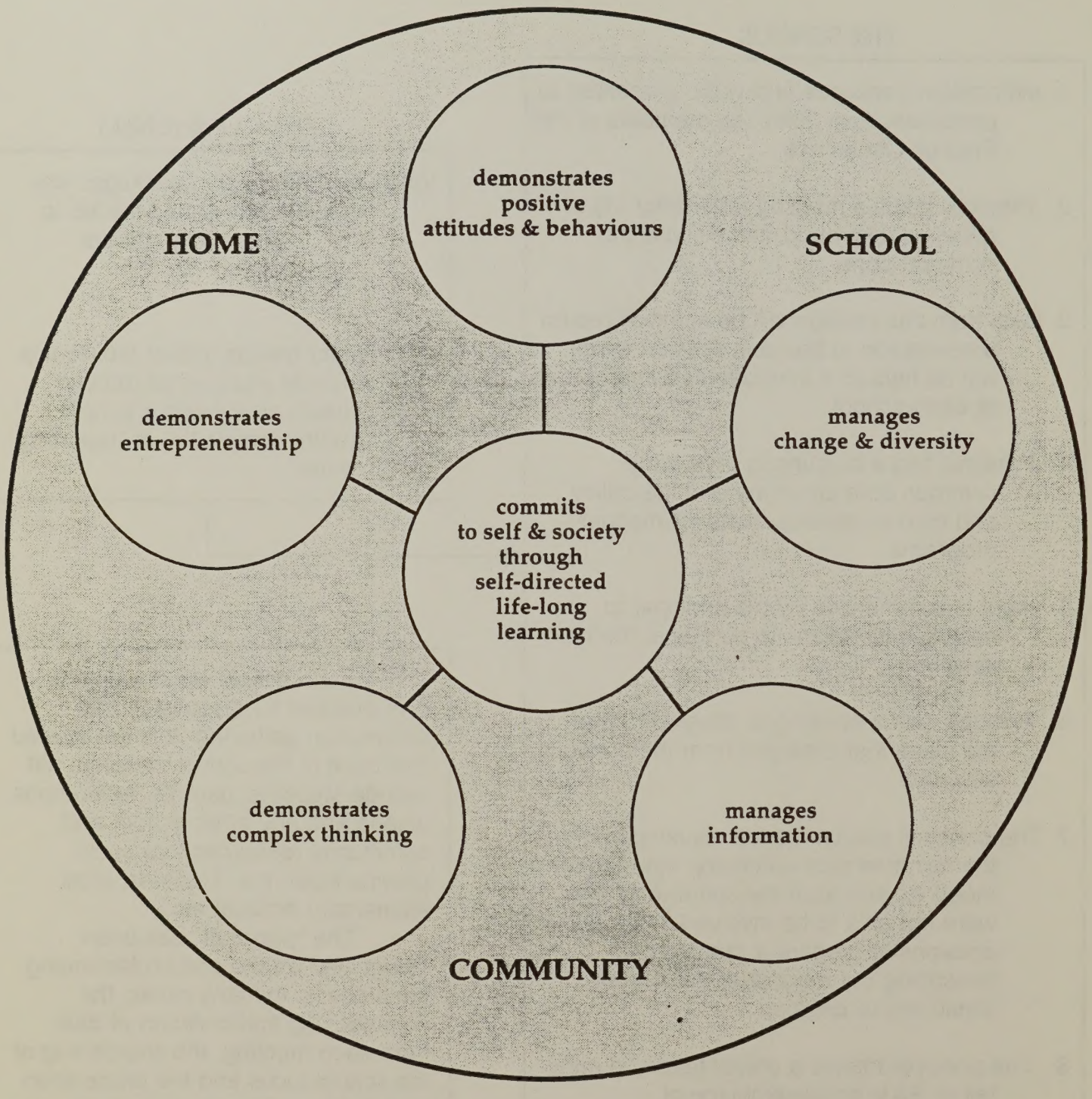
Video and information packages are presented in early May '95 to community groups.

Community groups and/or individuals provide input either through direct contact with a school and/or completion of "reporting forms"

Each school will develop its own process for discussion and information gathering. It is anticipated that most of the school meetings will include students, parents, federations, unions and any other school and community resources that could provide input. (i.e. Trustees, local elementary schools etc.)

The "principal" has been designated as the person facilitating the process. In many cases, the summarizing and collation of data from each meeting, the sharpening of the school focus and the preparation and delivery of the final report may be a committee process with representation from of the various stakeholder groups.

IDEAL IMAGE OF THE GRADUATE OF THE 21ST CENTURY



All of these outcomes are interdependent, and this ideal can be realized only through the full collaboration of the learner, the home, the school, and the community.

based on:

- Program Department input (June 1993 & October 1994)
- Aurora Public Schools' 5 Outcomes
- The work of William Spady (1993)
- The work of Steve Benjamin (1989)
- The Image of the Literate Graduate (draft 1994)
- Employability Skills Profile: Conference Board of Canada
- Secondary Futures Committee input (October 1994)

Change

"The first practical step in any reform is to take it." (Shaffer)

"Traditionally, schools and communities have viewed the change to a magnet concept with mixed feelings of exhilaration and apprehension. The exhilaration was the opportunity to restructure their school. The apprehension was at tinkering with a process that was working. Meetings held to explain were not as effective as when there is an understanding of the change process which would help to cope with uncertainty and the questioning of the magnet program produced." (Hunter)

" It is a paradox that teachers are viewed as both targets and agents of change." (Bracey)

Six of Fullan and Miles propositions for successful change are :

- Change is learning (loaded with uncertainty)
- Change is a journey not a blueprint
- Change is resource hungry
- Change requires the power to manage itself
- Change is systemic
- All large scale change is implemented locally

" Innovation should not be the result of reaction but rather of anticipation and planning for future needs." (Sparks)

The teacher's role as change agent is most important because " it is with the teacher that school improvements occur, not with the specific idea, curricula, organizational or structural change". (White)

DEMOGRAPHICS

1. S.I.S. information is available on a search basis i.e.:

   - first language
   - withdrawal codes
   - levels and grades
   - past history of course selection

   Colleen Hycz from Computer Services is willing to discuss access to data that may be useful to individual schools.

2. In school Guidance and Geography departments

3. Pat Gillie has indicated that the 1994 Accommodation Report contains data that could help in decision making.

CORE PROGRAM (DRAFT)

All schools will deliver programs which provide all students with opportunities to develop within and to demonstrate the following 5 core learning outcomes. Assessment and evaluation will take place within the indicators listed, and within the standards developed for each outcome.

1. **demonstrates positive attitudes to learning:**
   - demonstrates respect and tolerance for others in the learning process
   - cooperates in the learning process
   - accepts responsibility for personal learning

2. **manages change and diversity:** responds to the learning environment
   - demonstrates understanding of "global" concepts and issues
   - demonstrates flexibility, adaptability and responsiveness in learning
   - demonstrates the ability to deal with ambiguity in the learning environment
   - functions both independently and collaboratively in learning
   - observes to learn

3. **demonstrates entrepreneurship in learning:**
   - demonstrates persistence, energy and initiative in learning
   - demonstrates imagination, creativity, intuition, resourcefulness and risk-taking in learning
   - demonstrates interpersonal skills in learning
   - predicts to learn
   - takes ownership for personal learning
   - demonstrates self-reliance in learning

4. **manages information**: inputs and outputs information using the 5 "communication literacies" in learning
   - demonstrates language literacy in communication
   - demonstrates media literacy in communication
   - demonstrates arts literacy in communication
   - demonstrates technological literacy in communication
   - demonstrates numeracy in communication

5. **demonstrates complex thinking:**
   - analyzes and interprets learning experiences
   - conceptualizes from learning experiences
   - raises key curriculum and learning questions
   - reflects on personal learning
   - plans, organizes and creates, to learn
   - assesses and evaluates to learn
   - solves problems to learn
   - makes decisions to learn

based on draft ideals of the Secondary Futures Committee

Successful Magnets

There appear to be ten essential elements in the establishment and maintenance of a successful magnet:

1. School leadership and community involvement
2. Clear goals
3. Adequate parental information
4. Fair admission policies
5. Careful theme selection
6. Sufficient financial resources
7. Necessary transportation
8. Proper staff recruitment and development
9. Creative opportunities for teachers and administrators
10. An ability to modify the innovation when necessary

(Alice Hunter NASSP Workshop Feb./94)

Research also assesses successful magnets as resulting in:

1. Increasing parental and community commitment
2. A wide degree of choice
3. Benefits to students through opportunity to match interests, needs and learning styles with an appropriate delivery system
4. Teachers having the opportunity to move for professional satisfaction
5. An increase in student achievement, a decrease in enrollment decline and community concerns about quality.

(Alice Hunter)

EXAMPLES OF HAMILTON MAGNET PROGRAMS

(past & present)

- Grade 13 schools
- Limeridge Marketing
- Alternative Education
- Vocational schools
- Instrumentation
- Dental Assistant
- ESL
- Music specialties
- Language related
- Individualized programming
- Heating, Refrigeration, Air Conditioning
- Principles of Technology
- Technical Theatre
- Special Art
- Integrated Training/ Apprenticeship Program
- Health Care Aide
- Cosmetology
- Adult Education and Counselling Centre
- The various " Havens"
- High School of Commerce

MAGNET IDEAS

EXISTING AMERICAN PROGRAMS FOR WHICH THE PAKIN LIBRARY HAS RESEARCH	DESCRIPTOR
Gifted and Talented Fort Worth Tx. 4 Middle School Magnets	- Mathematics, Science and Communications - International Studies and Languages - Montessori - International Baccalaureate (stresses community involvement)
Hands on Technology Maryland	- Science, Mathematics and Technology - Accepts students only on the basis of their interest in "hands on" technology
Junior Achievement New York	- Business participation
Classical Greek Kansas City, Miss.	- " as much attention to the body as to the mind" - Based on Olympic athletics and a classical Greek curriculum
Performing Arts	- An overview of several programs and necessary considerations in planning and implementing
Occupational Focus a) various jurisdictions b) New York	a) use an occupational focus for delivery of academics b) Career magnet programs appear to lead to higher achievement and lower dropout rates in inner city areas
Culturally Responsible Pedagogy St. Paul, Minn. (K- 8)	- Initiated for Native students to overcome fear of losing cultural heritage in exchange for academic achievement. Practises sensitivity to learning styles of all students.

Vocational

Lincolnton N.C.

- A school in partnership with a local foundation, the County Economic Development Comm., and a local community college. Emphasis is on generic competencies in industrial, health, business, and marketing technologies.

Academic and Physical Excellence
Ohio

- An emphasis on the total person, physical, mental, and intellectual. Emphasizes Physical Education, critical thinking skills, health, self-concept, self-esteem, the writing process and lifetime learning.

Modern Languages

North Dade, Florida

- Focuses on international studies with opportunity to become bilingual, biliterate and multicultural.

Humanitas: A Thematic Curriculum

Los Angeles

- Learning is from a conceptual approach with an emphasis on basic skills mastery. They have experienced a dramatic improvement in attendance.

Health Professions

Kansas City (following 4)

- Integrated curriculum offering regular high school science courses at the "learning disabled", average and advanced levels.

Engineering and Technology

- Designed to meet the stated theme. It is a study of initial difficulties and efforts to correct

Environmental (elem.)

- integration of the theme across the curriculum

Law and Public Service

- an evaluation of a program developed around this theme

Examples of Possible Areas of Specialization/Magnet

1. Technical/ Vocational
   - not basic/vocational
   - world of work
   - skills oriented

2. International Languages

3. The Arts

4. High Tech
   - robotics
   - communications
   - media
   - futures

5. O.A.C. Academy
   - languages and global studies
   - discipline code
   - uniforms
   - contract
   - academic excellence

6. Behaviour modification (Boot Camp)

7. Math/Science/Technology with apprenticeships and independent learning

8. Arts & Sports
   - gymnastics and dance
   - arts and technology
   - theatre

9. Business and Entrepreneurial Studies

10. Health Sciences
    - links with McMaster, Mohawk, hospitals/clinics, homes etc.

11. Environmental Programs
    - e.g. Inland waters, conservation
    - links to municipal and provincial agencies

12. Recreation/Leisure/Tourism
    - links with municipal and private agencies

13. Adult Learning Centre

14. Year Round School

15. Any Creative Idea (Landscape/Design, Home Renovations, Community services, etc.)

Principal Guide

PROPOSAL FOR
MAGNET FOCUS

DESCRIBE THE PROPOSED MAGNET (school* or program)	DEMOGRAPHICS	THE CORE PROGRAM
a) A description of the proposal including the target group of learners both within and beyond your community. b) A statement as to how the proposal will meet the needs of a future graduate, and prepare that individual for life-long learning.	a) Describe your school community . b) How does the proposed program relate to the present population? (Use historical data of past grads and their destinations. What percent do not now graduate ?) c) Assess access via public transportation both with regard to proximity and connections from other areas. d) What are school and community parking facilities ?	a) What is your concept of the core program ? b) How will the core program be structured in order to integrate with your magnet proposal ? c) Include any ideas for program and organizational structures.
* A proposal for a whole school focus should consider the future impact on the population of the elementary schools which feed to it. Will the schools and the community be able to accept the focus?		

PROPOSAL FOR
MAGNET FOCUS

RESOURCES		AREAS TO ADDRESS FOR IMPLEMENTATION	ESTIMATED COSTS	ADMISSION PROCESS
EXISTING	NEEDED			
a) How does the present structure fit the proposal ? i.e. - accomodation - recent improvements b) How does the present staff reflect in the proposal ? i.e. what are some of the strengths related to the vision. c) What input have affected groups had ? d) How does the proposal relate to the existing vision and mission for the school ?	a) What does the present faclity need to accomodate the proposed program ? Is there a plan for renovation ? Is there a need for renovations ? Is asbestos a problem ? b) Are some different staff needed for implementation ? c) what are perceived in-service needs ? d) What other areas of support will be needed for implementation ?	a) How will community advisors be incorporated ? (This would possibly include business , both large and small, corprate and individually owned; financial and labour leaders; politcians from local, provincial, and federal levels; teacher federations ; parents; etc.) b)How will you address the issue of attitude and support from local rate payers ? (what will they support outside the core ?) c) Describe existing or planned connections either with the IEC or other partnerships.		a) Describe the anticipated process by which students would be selected for the proposed program.

One proposal per form

PROPOSAL FOR
MAGNET FOCUS

DESCRIBE THE PROPOSED MAGNET	DEMOGRAPHICS	THE CORE PROGRAM

PROPOSAL FOR
MAGNET FOCUS

RESOURCES		AREAS TO ADDRESS FOR IMPLEMENTATION	ESTIMATED COSTS	ADMISSION PROCESS
EXISTING	NEEDED			

PROPOSAL FOR
MAGNET FOCUS

ADDITIONAL COMMENTS :

PRESENTATION #1

CORE PROGRAM AND OVERVIEW

Purpose: a) To provide information - the policy
- the process
- rationale
- context
- the core

b) To obtain feedback on the core proposal (draft)

Time: 1 hour

Process: 1. Present the video

2. Emphasize rationale

3. Follow-up overheads:
- the policy
- "education and community"
- "teachers as heroes"
- "transforming schools"
- the overall process
- "schools and social change"
- the decision process
- "focused programs"

3. Divide into subject groups: the head will take the department through the core rating form and will record, **by percentage**, the value of each item. (e.g. if 3 people in a department of 8 members rank an item as "not important then that would be recorded as 37.5% [3/8 of 100%]) Any additional comments can be added. The forms will be returned to the administration who will summarize (average of department percentages) the results on a form for presentation at the next meeting. **The department and school summary forms will be returned as a part of the final proposal package.**

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December 12, 1994

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Teachers are our heroes. We believe they should be everyone's heroes. Anyone who has watched a teacher begin a day facing a group of kids who'd rather be anywhere in the world than sitting in that classroom learning about something called geometry that they couldn't care less about understands only too well what a frustrating, thankless, enervating task these mortal women and men face so much of their working lives. In return, they feel unappreciated, disrespected, the focus of twisted media attacks, caught in an almost war-like situation not of their making. It's hardly an accident that so many teachers love talking about themselves as the front-line troops of the education system, the ones that are in the trenches each and every day. Is this a happy metaphor for schooling?

—

Transforming schools, as we insistently repeat, ultimately depends on teachers. No significant improvements are likely to take place without the active participation of teachers and other educators who actually create and sustain the conditions for learning in schools.

For the Love of Learning

The organization of the Secondary Schools of the Board of Education for the City of Hamilton around a "magnet" (specialized) programs and courses focus is a multi-stage process:

- The Policy (December 1994)
- Determination of Core, Magnets & Sites (to the Board, fall 1995)
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CORE, MAGNET & SITE DETERMINATION PROCESS

THE SCHOOL

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3. Data from this session will be summarized for presentation at the next session which will be held at a time deemed appropriate at each school

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8. The principal makes a presentation, in early fall of '95 to an assemblage of presenters, secondary principals, elementary principals, futures committee members, superintendents and other stakeholders

9. Proposals are considered by a committee as to which programs seem appropriate at each location

10. Magnet program locations are assigned

THE COMMUNITY

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Community groups and/or individuals provide input either through direct contact with a school and/or completion of "reporting forms"

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The "principal" has been designated as the person facilitating the process. In many cases, the summarizing and collation of data from each meeting, the sharpening of the school focus and the preparation and delivery of the final report may be a committee process with representation from of the various stakeholder groups.

Given that we have recommended much smaller school units, usually in the form of schools-within-schools, it should be possible for most if not all communities to offer several different kinds of focused programs to attract and engage students with different interests and talents, at the same time they are offered a high-quality core curriculum, regardless of specialization. We think the best way to ensure the latter is through a combination of learner outcomes, standards of performance in foundation skills areas, and example-illustrated curriculum guidelines for each course – in precisely the same way we described the elementary level curriculum.

THE COMMON CORE PROGRAM PROPOSAL (DRAFT)

All schools will deliver programs which provide all students with opportunities to develop within, and to demonstrate, the following 5 core learning outcomes. Assessment and evaluation will take place within the indicators listed, and within standards developed for each outcome.

The Secondary School Futures Steering Committee is seeking feedback re: the core learning outcomes being proposed. Your response to this questionnaire will help determine the common core program to be recommended to the Board in the fall, 1995. These 5 proposed outcomes are based on input from the system, business, industry, the community and the Ministry of Education.

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The student –	**not important**	**somewhat important**	**important**	**very important**
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– demonstrates numeracy in communication				
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– solves problems in order to learn				
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_____ _____

date **department(s) / school/group/individual**

of indiviuals in this group ____

In the space below (and on the back if necessary), please list any other "critical" outcomes that may be missing from this proposal. Any additional comments are also welcome. i.e. thoughts on structure or method of delivery.

COMMENTS/SUGGESTIONS

PRESENTATION #2

MAGNET IDEAS

Purpose: a) To provide background- the policy
- magnet research indicators
- magnet ideas
- present directions
- principal's demographic summary

b) To collect ideas and rationale

Time 1 hour

Process 1. Overhead presentation - the policy
- research findings
- magnet history in Hamilton
- magnet ideas

2. Principal's school specific demographic parameters
3. Divide into administratively determined heterogeneous groups to brainstorm and record, on the appropriate form, ideas and "indicators" appropriate to the school.
Forms are returned to the administration who will (through their own process) "winnow" the input and prepare a list of ideas that would warrant further development through presentation to the next meeting.

THE POLICY

It is the policy of the Board of Education for the City of Hamilton to provide a common core program in all secondary schools, and to expand the implementation of "magnet" (specialized) programs and courses in specified schools to address the diverse needs of students. (December 1994)

RATIONALE

The Policy To Develop "Magnet" (Specialized) Programs and Courses

The Hamilton Board has always promoted excellence in education. In a time of social, cultural, political, and economic transition we must continue to address the educational needs of our students, so that our graduates are prepared to meet the challenges of the 21st century.

We must continue to offer quality programs for an increasingly diverse community, and must explore ways of delivering those programs effectively within existing - or even decreasing - resources. In the information age we can no longer afford, economically or educationally, to do the same old business in the same old ways as we did in "the good old days".

All secondary schools cannot afford to continue offering all programs to all students. We cannot afford the current duplication of plant, equipment, material and human resources across the System. In this age of technology and specialization we must encourage our clients to stay in school because we are able to offer a full range of programs that encourage them to do so.

The policy to develop "magnet" (specialized) programs and courses at specified sites across the System addresses all of these issues. The expanded implementation of "magnet" programs is more flexible and responsive to change, and is more relevant and cost-effective.

The Policy ensures that all secondary schools offer a core program. In addition, selected sites in the upper and lower city will offer specialized programs and courses which will offer equity of access to all students from across the system. The process will focus on the effective utilization of specialist staff, will make up-to-date equipment and materials in fewer sites more cost-effective, and will provide quality programs to address the needs of an increasingly diverse clientele.

More money will not bring about the needed changes in the current way we do business, nor meet the needs of all our students. The Policy will.

The Industrial Age is over. Today, in the Information Age "school boards have to take on a different role. It is not enough for boards to reflect the community's understanding of education. ...They've got to transform knowledge and educate the community," (*Dr. Philip Schlechty*)

To retain excellence and to remain competitive in the Age of Information, the Hamilton Board must provide information-age learning and package it in information-age ways. And we must do so in the most cost-effective manner possible. "Magnet" secondary schools and alternative programs will be a major step in that direction.

Adapted from
The Director's Report
To Program Committee
December 12, 1994

SOME MAGNET SCHOOL RESEARCH FINDINGS

- The first North American magnet, Boston Latin, was founded in 1635
- A clear focus is essential
- Promote innovation and creativity
- There is a critical need for ongoing professional development
- Are credited with reducing vandalism and violence through improving student self image and school attitude
- Increase parental and community commitment
- Provide more opportunity for a student to match needs to a program
- Allow for more professional satisfaction
- May significantly improve achievement while reducing absenteeism
- Require staff ownership
- Provide more equity for educational opportunity
- Are more fiscally effective through management of system resources
- Must have the flexibility to change, to adapt and to refine

EXAMPLES OF HAMILTON MAGNET PROGRAMS

(past & present)

- Grade 13 schools
- Limeridge Marketing
- Alternative Education
- Vocational schools
- Instrumentation
- Dental Assistant
- ESL
- Music specialties
- Language related
- Individualized programming
- Heating, Refrigeration, Air Conditioning
- Principles of Technology
- Technical Theatre
- Special Art
- Integrated Training/ Apprenticeship Program
- Health Care Aide
- Cosmetology
- Adult Education and Counselling Centre
- The various " Havens"
- High School of Commerce

MAGNET IDEAS

EXISTING AMERICAN PROGRAMS FOR WHICH THE PAKIN LIBRARY HAS RESEARCH	DESCRIPTOR
Gifted and Talented Fort Worth Tx. 4 Middle School Magnets	- Mathematics, Science and Communications - International Studies and Languages - Montessori - International Baccalaureate (stresses community involvement)
Hands on Technology Maryland	- Science, Mathematics and Technology - Accepts students only on the basis of their interest in "hands on" technology
Junior Achievement New York	- Business participation
Classical Greek Kansas City, Miss.	- " as much attention to the body as to the mind" - Based on Olympic athletics and a classical Greek curriculum
Performing Arts	- An overview of several programs and necessary considerations in planning and implementing
Occupational Focus a) various jurisdictions b) New York	a) use an occupational focus for delivery of academics b) Career magnet programs appear to lead to higher achievement and lower dropout rates in inner city areas
Culturally Responsible Pedagogy St. Paul, Minn. (K- 8)	- Initiated for Native students to overcome fear of losing cultural heritage in exchange for academic achievement. Practises sensitivity to learning styles of all students.

Vocational

Lincolnton N.C.

- A school in partnership with a local foundation, the County Economic Development Comm., and a local community college. Emphasis is on generic competencies in industrial, health, business, and marketing technologies.

Academic and Physical Excellence
Ohio

- An emphasis on the total person, physical, mental, and intellectual. Emphasizes Physical Education, critical thinking skills, health, self-concept, self-esteem, the writing process and lifetime learning.

Modern Languages

North Dade, Florida

- Focuses on international studies with opportunity to become bilingual, biliterate and multicultural.

Humanitas: A Thematic Curriculum

Los Angeles

- Learning is from a conceptual approach with an emphasis on basic skills mastery. They have experienced a dramatic improvement in attendance.

Health Professions

Kansas City (following 4)

- Integrated curriculum offering regular high school science courses at the "learning disabled", average and advanced levels.

Engineering and Technology

- Designed to meet the stated theme. It is a study of initial difficulties and efforts to correct

Environmental (elem.)

- integration of the theme across the curriculum

Law and Public Service

- an evaluation of a program developed around this theme

Examples of Possible Areas of Specialization/Magnet

1. Technical/ Vocational
   - not basic/vocational
   - world of work
   - skills oriented

2. International Languages

3. The Arts

4. High Tech
   - robotics
   - communications
   - media
   - futures

5. O.A.C. Academy
   - languages and global studies
   - discipline code
   - uniforms
   - contract
   - academic excellence

6. Behaviour modification (Boot Camp)

7. Math/Science/Technology with apprenticeships and independent learning

8. Arts & Sports
   - gymnastics and dance
   - arts and technology
   - theatre

9. Business and Entrepreneurial Studies

10. Health Sciences
    - links with McMaster, Mohawk, hospitals/clinics, homes etc.

11. Environmental Programs
    - e.g. Inland waters, conservation
    - links to municipal and provincial agencies

12. Recreation/Leisure/Tourism
    - links with municipal and private agencies

13. Adult Learning Centre

14. Year Round School

15. Any Creative Idea (Landscape/Design, Home Renovations, Community services, etc.)

MAGNET IDEAS

Magnet Concept	School or Program Focus	Rationale (Including Integration of Core Program)

PRESENTATION #3

DEVELOPING THE DIRECTIONS

Purpose: a) To expand and refine the ideas that emerged from sessions 1 and 2
b) To provide material for the formal proposal(s)

Time: 1 hour

Process: 1. Overhead presentation - the policy
- community relationship
- magnet image
- image of the ideal graduate
- community as a resource

2. Development of core and magnet directions:
- divide into administratively determined groups to provide detail, on the form, for specific magnet directions that have been decided as being appropriate for the school

- the forms will be collected and used as an aid for the administration, along with community information, in the preparation of the final proposal(s)

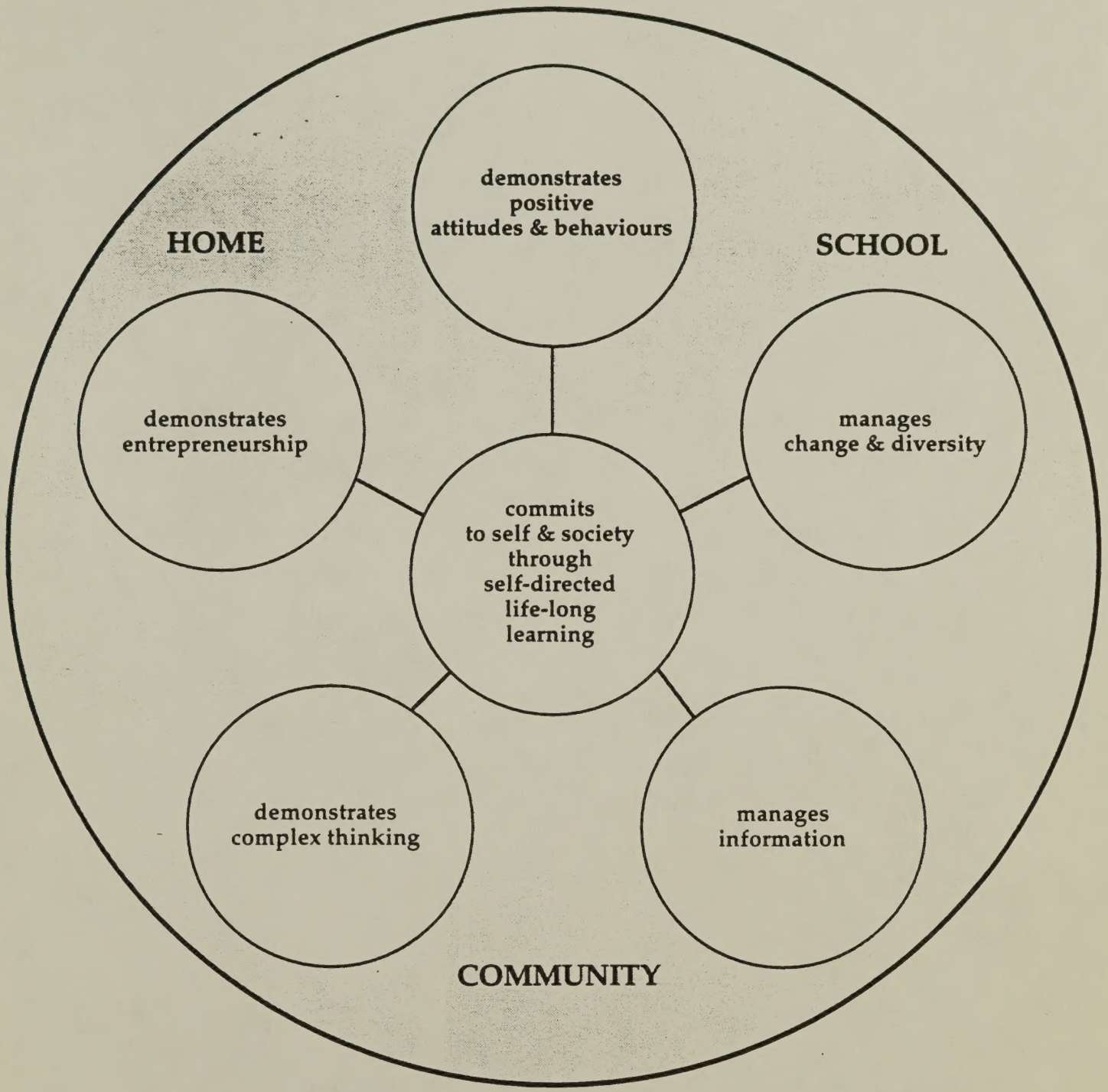
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"Research supports the common view that the distance students travel to a magnet, the attractiveness of the facility, and the safety of the school building and its surroundings all contribute to the magnet school's attractiveness." (Carol Ascher)

IDEAL IMAGE OF THE GRADUATE OF THE 21ST CENTURY



All of these outcomes are interdependent, and this ideal can be realized only through the full collaboration of the learner, the home, the school, and the community.

based on:

- Program Department input (June 1993 & October 1994)
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CORE & MAGNET

Magnet Concept	Appropriateness for school & community	Resources		Target Population & Admission Process	Core/Magnet Relationship/Integration
		Existing	Required		

The Board of Education for the City of Hamilton **APPENDIX E-5**
Le Conseil de l'éducation de la ville de Hamilton

0 Main Street West
amilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2536

100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2536

A "MAGNET" (SPECIALIZED) FOCUS

a future for secondary education

As the Secondary Schools in the Hamilton Board of Education move forward with the "magnet" (specialized) programs and courses focus, the role of the community becomes critical.

The flexibility and responsiveness to change that characterize magnet programs are also what make them so vital and relevant for our learners. Flexibility and responsiveness also dictate a need for a close partnership between the schools and the community they serve. A commitment to and from the community to participation in the process of life-long learning is essential. The community must help to provide direction as well as being a resource for learning.

In the material that is presented here you will have "The Policy", as passed by the Board in December of 1994, the "Rationale", and an overview of the planned decision and implementation process. Included also are some current thoughts on education taken from For the Love of Learning, the Royal Commission on Learning, some information regarding "magnets" and an "Ideal Image of the Graduate of the 21st Century".

Hopefully you will want to participate in this process. To do so you need only contact a Secondary School directly or complete the "Common Core Program Proposal" forms, and the "Magnet Ideas" form. These can be returned before the end of May either directly to a Secondary School for inclusion in the development of its proposal to go to the Board committee in June, or returned to the Board at the address given.

This stage of the process is not an end. Change and refinement will become hallmarks of our Secondary Schools as new levels of community/school partnership evolve for the mutual benefit of our learners and our community.

May, 1995

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
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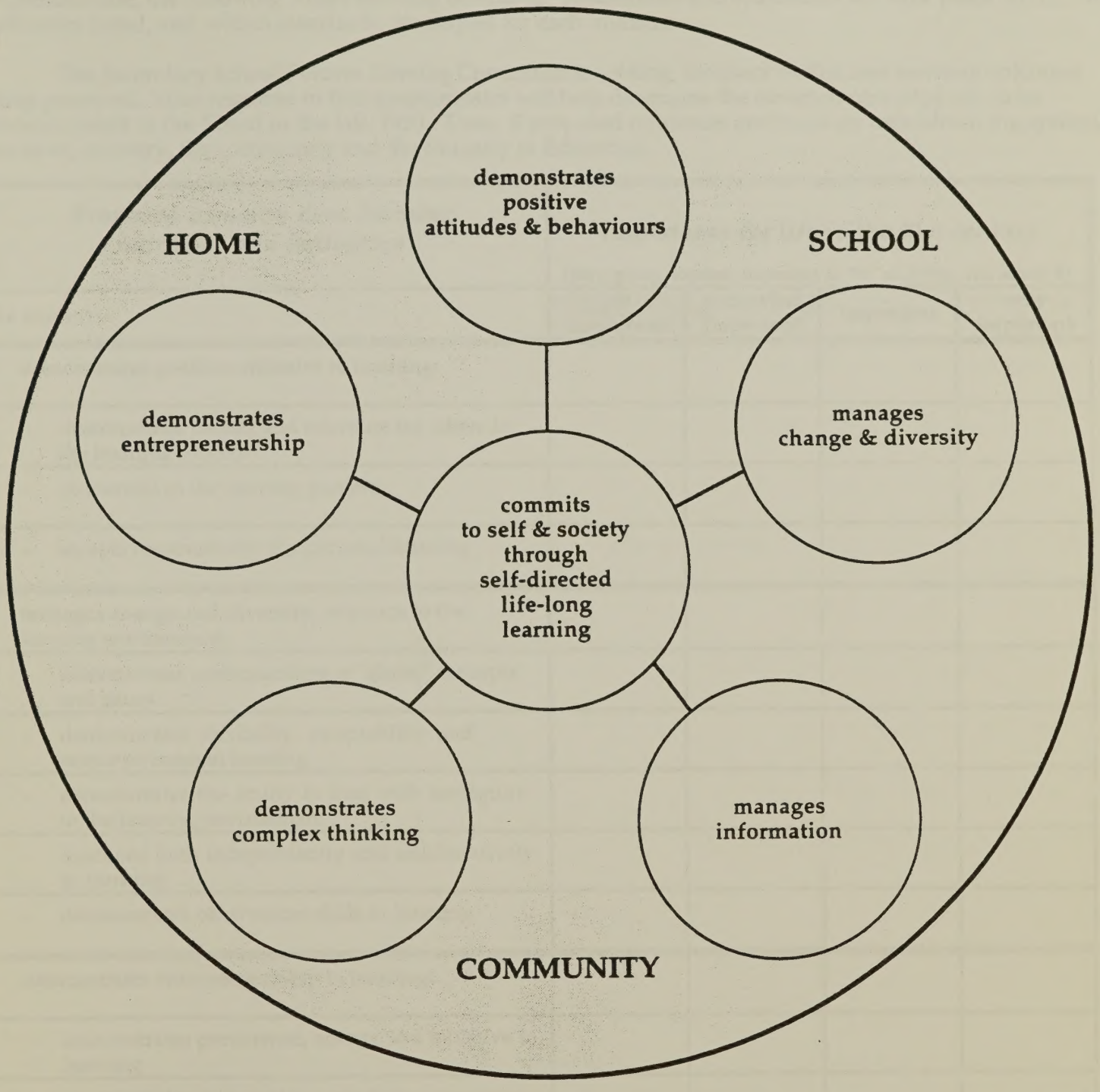
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_____ _____

date **department(s) / school/group/individual**

of indiviuals in this group ____

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COMMENTS/SUGGESTIONS

MAGNET IDEAS

Magnet Concept	School or Program Focus	Rationale
Describe the specialized area of focus for the concept(s).	Would this be a "whole school" concept or a program within a school?	Provide reasons why this concept would be appropriate as a focus of specialization in relation to the "community", the learners it would serve, and the preparation it would provide for the graduates as life-long learners.

Please provide information regarding this submission:

Individual/Group Name: _____

Address: _____

_____ Postal Code _____

Telephone: _____ }hours _____

_____ }hours _____

Would you like to be further involved in }_____ this ongoing development process?

You may return the "Core Program" and / or "Magnet Ideas" responses directly to a particular Secondary School or send to:

The Secondary Education Futures Committee
Hamilton Board of Education
100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Date: 1995 05 04

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: **Report on the Evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School**

Report: Information

Background

At the March 1994 Program Committee meeting a Status Report: Planning for a Pilot Student Health Centre (Sir Winston Churchill Secondary School) was presented. At the May meeting of the Program Committee it was determined that a report on the evaluation of the Pilot Student Health Centre be brought to the Program Committee by May 1995.

Issue

To provide trustees with a report on the evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School.

Recommendations

1) That the Report on the Evaluation of the Pilot Student Health Centre at Sir Winston Churchill Secondary School be received for information.

2) That the term "pilot" be removed and that the Student Health Centre be continued at Sir Winston Churchill Secondary School.

Rationale

Appendix I - Report on Evaluation of Student Health Centre

APPENDIX I

Report on Evaluation of Student Health Centre Sir Winston Churchill Secondary School

The Sir Winston Churchill Student Health Centre was oficcially opened 1994 05 12. Representatives of the Centre were directed present a written report to the Board no later than 1995 05 31 that included an evalualtion of the project.

The goal of the Student Health Centre is to increase the health enhancing behaviours of the students and thereby improve their lifestyle and health status overall. By dealing with personal/health issues and improving health status, the Student Health Centre helps students to stay in school and maximize their educational opportunities.

A survey of students, staff, parents, community and students with children in the day care identified the needs to be addressed. Based on the result of the survey, various agencies have formed partnerships with the Student Health Centre to provide a variety of on-site services. These partnerships included the Region of Hamilton-Wentworth, the Hamilton -Wentworth Health Department, the HamiltonWentworth Regional Police Department, Alternatives for Youth as well as a community support worker and a social service worker.

In March 1995, an evaluation of the Student Health Centre and the services provided was completed.

Services and programs continue to be developed and evaluated. Future plans include the introduction of programs such as stress management, trauma prevention, eating disorders, self-defense and leisure-time activities. Those involved with the Student health Centre are grateful for having had this opportunity to provide these services to the Churchill community and hope to continue with their endeavours.

Evaluation by Student Users of Public Health Nursing Services

Service Utilization:

In March 1995, a convenience sample of 22 current/recent users of the Public Health Nursing (PHN) portion of the SHC was surveyed. This represents approximately 15% of the total number of users of the Public health Nursing service provided during the pilot period.

- respondents were highly satisfied with service
- 10/22 ranked satisfaction at 4 or greater on a scale of 1 - 5
- all respondents would recommend the services to a friend
- they accessed PHN for individual/group counselling, information (e.g. projects), referral for self, friends or family
- main issues addressed: relationships (e.g. peers, family and staff), eating disorders, substance abuse, sexuality, self-esteem and access to food/nutrition

Benefits Users Reported:

Overall, students reported that they developed greater self-awareness and improved skills in problem solving, communication and coping. They were linked with community agencies for further service. Students reported that they benefited from peer support/networking and increased their self-esteem.

Evaluation by Student Users of Student Parent Resource Area (PHN & Community Support Worker)

Service Utilization

Eight student parent users provided feedback about using services designed for student parents:

- were highly satisfied with the service
- ranked satisfaction - average of "4.5" on 5-point scale
- all would recommend these services to a friend
- services used mostly personal (e.g. pregnancy, self-esteem), group education/support

Benefits Users Reported or Observed

The users valued the convenience and ready access to on-site services.

Comments from users were as follows:

- "If I had to travel somewhere, I probably wouldn't go"
- "It helps to share problems and learn different ideas concerning our children"
- "If any problems arise, I would like to speak to someone other than family and friends"
- "The nurse should be in more"
- "I really needed someone to talk to"
- "It (service) makes it easier to get things organized"

Evaluation by "STOP" - Co-Op Students

Service Utilization

These two student parents participated in a co-operative education experience as peer educators in the adolescent pregnancy prevention program called STOP (Students Talking to Other Peers). They provided feedback about the experience.

- a Public Health Nurse was the co-op supervisor and provided personal support/counselling which assisted them to stay in school
- they rated their level of satisfaction at 5 on a scale of 1 - 5
- they would recommend the service/co-op experience to friends
- very positive response from evaluations of students receiving peer education
- high demand from school for STOP presentations
- requests for similar co-op experiences from several teachers and other students

Benefits Users Reported

- as parents, both valued on-site accessibility due to travel and time constraints
- both described their personal growth, increase in self-confidence and self-esteem, as a result of this experience
- they developed a variety of skills (e.g. organization, public speaking, research)
- they became ongoing resource people for other students

Comments from users were as follows:

- "SHC has helped me in times of family crisis and helped me to cope well and also gave me courage to get doing the right thing"
- "She (PHN) helped and made me realize how important I was as a person and how to resolve my personal problems the mature way"
- "I feel better about myself....I know I can talk to someone and it will be private"
- "It made me realize what was important to me.... I took care of myself and what I had to do. Although I dropped out of school, I believe I have since been successful in making attempts at reaching my goals and accomplishments" (e.g. attending night school)
- "I'm not so easy to judge anyone anymore. I had advice I can take home to use"
- "I learned to be more open with my problems and talk to people about them, other than hiding and keeping them to myself"
- "More convenient; you don't have to miss a lot of school"

Evaluation by Student Users of Alternatives for Youth Service

Service Utilization:

Nine students provided feedback about using these services:

- were highly satisfied with the service
- ranked satisfaction at 4.9 (average) on 5 - point scale
- all would recommend the services to a friend
- services used were mostly individual or group education/support/referral
- issues addressed; own drinking/drug use, anger, drinking of family, concern about/referral for friends' drug/alcohol use

Benefits Users Reported

Overall, user feedback reflected outcomes such as a greater understanding of self and family, support for personal change and skill development, and assistance received to refer others.

Comments from users were as follows:

- "I have changed a lot and my stepmother doesn't drink anymore"
- "I became more in touch with myself and my problems"
- "gave me information"
- "provided support around family issues"
- "I feel better about myself and am more aware of other things"
- "have learned how to control my feelings"
- "I know how to approach my friend and help her"
- "I have now become more cheerful, easier to get along with"

Evaluation by Student Users of Income Maintenance Worker (GWA)

Service Utilization

The need to have this on-site service was clearly identified by staff and students alike. The worker provides information/referral to students and staff as needed. She processes applications and problem-solves as need arises. The service is expanding in April 1995 to provide workshops for job search skills, e.g. resume writing and mock job interviews.

Benefits Reported or Observed

Teachers, administration and other SHC staff have noted that those who are at greater risk of absenteeism, drop-out and health problems are receiving appropriate, convenient assistance and improving their attendance. The students report much less frustration and greater satisfaction due to the consistent, readily available service. The student feedback indicates that the resulting minimal absence from school means fewer "hassles" in the school environment for them.

Evaluation by School Staff

Service Awareness and Involvement

In March 1995, staff at Sir Winston Churchill were surveyed to provide feedback about the SHC.

- almost all of staff responding knew about the services of the SHC and named several services
- 2/3 of staff surveyed had been involved with SHC
- most involvement was through referrals of students, consultation with SHC staff, arrangement of guest speakers
- several staff referred to the excellent stress management workshop for staff
- most staff surveyed supported the SHC

Benefits Staff Reported or Observed

Many staff respondents cited benefits of the SHC in the school, such as the ready accessibility of services for students and the high degree of need for many of their students. Most staff recommended continuation of the SHC with greater promotion within the student body and more groups/ workshops.

Comments from staff were as follows:

- "Many students have health-related concerns that hamper their success in school"
- (SHC is) good for students to discuss problems/concerns in a friendly, familiar environment"
- "We're lucky to have the SHC"
- "The SHC should definitely be continued as it services a population where there is always need for guidance and assistance"

Overall Recommendations

Student users and staff who participated in the evaluation consistently recommended increased efforts to promote the SHC services to the student body. Students and staff also recommended more groups for students. Suggestions were made for further involvement of students in planning and running the SHC, including expanding the co-op experience. There were frequent requests for increased time and availability of the various services.

When asked what else the SHC could do, the students responded as follows:

- "I think that it is doing a great job so far"
- "I don't really think there's anything else... I think they're doing all they can do"
- "Increase advertising, publicity to promote awareness and, therefore, utilization of staff/services"
- "more plays about issues e.g. eating disorders"
- "increase meetings on "good topics that teens are afraid to talk about e.g. sexuality, abuse, pregnancy, decision-making"

URBAN/MUNICIPAL
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1995

AGENDA
PROGRAM COMMITTEE
1995 06 01

URBAN MUNICIPAL

JUN 2 1995

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meeting of 1995 05 04.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update re "Athletes Helping Athletes" Program

2. Review of the Implementation of School–Wide Writing Programs in Secondary Schools — **Pages 1 to 52**

NEW BUSINESS:

1. Report re Buchanan Park School – "Canada Box" Assembly

2. Tri–Board Violence Prevention Project – Annual Update
   R.S.V.P. (Response by Schools to Violence Prevention) — **Pages 53 to 59**

3. Report re Textbook and Learning Material Approval as per Circular 14 — **Pages 60 to 64**

4. Verbal Report re Future Delivery of Adult and Continuing Education

5. Validation Process – Ministry of Education and Training

   - Draft Regulation 305 (Identification and Placement of Exceptional Pupils)
   - Draft Categories of Exceptionalities and Definitions

   [See Separate Package for these documents] filed at end of this agenda pkg.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the Presentation from the Hamilton Regional Indian Centre re Native As A Second Language (N.S.L.) Program — **Pages 65 to 69**

NEW BUSINESS:

1. Report re Implementation of *Growing Into Language* – Update — **Pages 70 to 73**

2. Report re System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition, 1994–95 — **Pages 74 to 75**
   [See Separate Package for the Appendices]
   coded separately CA4ONHBLW26 95S97

3. Correspondence from the Regional Municipality of Hamilton–Wentworth re "Young Citizens for a Sustainable Future" Program (Referred at the 1995 05 18 Board) — **Pages 76 to 87**

4. Report of the Special Education Advisory Committee — **Pages 88 to 101**

Date: 1995 06 01

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: **Review of the Implementation of School-Wide Writing Programs in Secondary Schools**

Report: Information

BACKGROUND

In 1991-92 all Hamilton grade 12 students' writing was tested as part of a Provincial Review. In November 1994, in accordance with Board policy, a full report of the system and school results was presented. The Action Plan appended to that report indicated that an interim review of the implementation of writing programs in all secondary schools would be undertaken in the 1994-95 school year.

ISSUE

To communicate to trustees the status of implementation of school-wide writing programs in secondary schools.

RECOMMENDATION

That the report of the Review of the Implementation of School-Wide Writing Programs in Secondary Schools be received for information.

RATIONALE

Both the Common Curriculum and the Board's Literacy Policy indicate that schools should be implementing school-wide language programs. This report assesses the current stage of implementation in secondary school writing programs.

APPENDICES

A System Summary
B Responses by Schools

Review of Secondary School Wrting Programs (1995) - System Summary

Secondary school principals (11 composite, 2 vocational) were asked to complete a review questionnaire. The responses by school may be found in **Appendix B.**

The data from the questionaires (questions 2, 10, 11, 13, 14, 15, 16, 18) indicate that about 50% of our secondary schools have begun to implement a school-wide writing policy and program. The data also indicate that about half of these schools are in the planning or beginning phases. The remainder indicate they are in the developing and refining stages of implementing school-wide writing policies and programs.

The data indicate that in all secondary schools students are given instruction in writing and the writing process, although data from many of these schools indicate that opportunities for, and implementation of, writing outside the English classroom do not reflect comprehensive cross-curricular policy or program.

Review of Secondary School Writing Programs (1995): Numbers of Schools

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for **all** students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.	1		1	6	3
2. Encouragement for **all** teachers in **all** content areas to engage in the same writing activities they expect of their students.	6	4	3		
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.	1	1	2	6	2
4. Opportunities for students to write –					
• for a variety of **real** purposes		2	2	5	3
• to a variety of **real** audiences		2	3	5	2
• from a variety of viewpoints		2	2	5	3
• in a variety of roles		2	2	5	3
• using a variety of formats		2	2	5	3
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.		2	2	4	4
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.			2	4	6
7. Ongoing support, mentoring, coaching and response for students during the writing process.	1		2	3	7

Review of Secondary School Writing Programs (1995): Number of Schools

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
8. Direct instruction for students as needed at any step of the writing process.			3	3	6
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	3	3	3		
10. Opportunities for **all** students to write for cross-curricular purposes.	4	4	1	1	1
11. School-wide recognition of successful writing by students of **all** ability levels.	6	3	1	1	1
12. Opportunities for **all** students to enter school, community and national writing competitions.	2		5	3	2
13. Adequate time for using the writing process in **all** content areas across the curriculum.	1	5	2	2	
14. School-wide agreement that writing is an important tool for learning, and that **all** teachers have a responsibility to model and teach effective writing.	2	3	3	3	2
15. School-wide standards for student writing and its evaluation.	5	3	1		3
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in **all** content areas.	6	5	2		
17.The use of student writing portfolios or files.	3	2	1	2	4
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.	2	3	3	2	2
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.	1	3	4	2	2
20. A variety of means of summative evaluation across the curriculum **in addition to writing**.	2	1	2	3	3

Appendix B

Responses to the Review Questionnaire

by

School

Barton

Delta

Glendale

Hill Park

Mountain

Parkview

Scott Park

Sherwood

Sir Allan MacNab

Sir John A. Macdonald

Sir Winston Churchill

Westdale

Westmount

Review of Secondary School Writing Programs (1995) BARTON

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	✓				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.			✓		
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	✓				
10. Opportunities for all students to write for cross-curricular purposes.	✓				
11. School-wide recognition of successful writing by students of all ability levels.	✓				
12. Opportunities for all students to enter school, community and national writing competitions.					✓
13. Adequate time for using the writing process in all content areas across the curriculum.	✓				
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.	✓	✓?			

15. School-wide standards for student writing and its evaluation.	✓				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.					✓
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.	✓				
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.			✓		
20. A variety of means of summative evaluation across the curriculum **in addition to writing**.	✓				

_____
date

_____
principal's signature

_____
school

Since the grade twelve writing review occurred, the English department at Barton has been following the suggestions put forward in *20 Powerful Questions....*

As any program of change is more successful if it is evolutionary, we have concentrated on developing those aspects of the writing program that could best be addressed within the English classroom, rather than attempting a more global approach involving the entire school. As our responses to the chart indicate we are in various stages of implementing some of the characteristics, while others have not yet been attempted.

We expect that the more global of the suggestions will begin to be addressed by the school plan that is currently in the planning stages.

Review of Secondary School Writing Programs (1995) DELTA

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.					✓
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.				✓	
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					✓
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.			✓		
10. Opportunities for all students to write for cross-curricular purposes.			✓		
11. School-wide recognition of successful writing by students of all ability levels.		✓			
12. Opportunities for all students to enter school, community and national writing competitions.			✓		
13. Adequate time for using the writing process in all content areas across the curriculum.				✓	
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.				✓	

15. School-wide standards for student writing and its evaluation.		✓			
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.		✓			
17. The use of student writing portfolios or files.	✓				
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.					✓
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.			✓		
20. A variety of means of summative evaluation across the curriculum in addition to writing.				✓	

May 2, 1995
date

M. Kelly
principal's signature

DELTA
school

Review of Secondary School Writing Programs (1995) GLENDALE

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge. English				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	✓				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.	✓				
4. Opportunities for students to write – English					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally. English				✓	
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips. English					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process. English					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9.? Metacognitive student self-evaluation strategies with respect to their writing processes and products.	?				
10. Opportunities for all students to write for cross-curricular purposes.	✓				
11. School-wide recognition of successful writing by students of all ability levels.	✓				
12. Opportunities for all students to enter school, community and national writing competitions.				✓	
13. Adequate time for using the writing process in all content areas across the curriculum.	?				
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.		✓			

15. School-wide standards for student writing and its evaluation.	✓				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.				✓	
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.		✓			
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.		✓			
20. A variety of means of summative evaluation across the curriculum in addition to writing.	?				

Apr. 19, 1995
date

principal's signature

Glendale S. S.
school

Review of Secondary School Writing Programs (1995)

HILLPARK

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.	X				
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	X				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.		X			
4. Opportunities for students to write – • for a variety of real purposes		X			
• to a variety of real audiences		X			
• from a variety of viewpoints		X			
• in a variety of roles		X			
• using a variety of formats		X			
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.		X			
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				X	
7. Ongoing support, mentoring, coaching and response for students during the writing process.	X				
8. Direct instruction for students as needed at any step of the writing process.			X		
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	X				
10. Opportunities for all students to write for cross-curricular purposes.	X				
11. School-wide recognition of successful writing by students of all ability levels.	X				
12. Opportunities for all students to enter school, community and national writing competitions.			X		
13. Adequate time for using the writing process in all content areas across the curriculum.		X			
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.		X			

15. School-wide standards for student writing and its evaluation.					X
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	X				
17. The use of student writing portfolios or files.	X				
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.	X				
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.		X			
20. A variety of means of summative evaluation across the curriculum in addition to writing.				X	

May 16, 1995
date

principal's signature

Hill Park Secondary School
school

At present, there are school-wide expectations for the evaluation of writing, but these are in need of revision and update. To date there is no school-wide plan for language standards and instruction. Certainly the characteristics identified in the survey are taught in English programs and supported through the Library Resource program and research and independent study across the curriculum.

The community process for proposing magnet programs for Hill Park will allow us to review and update our overall school plan. The revised school plan will address the broad issues of literacy for current and future students and will incorporate standards and expectations for writing. In addition, the plan must address the financing of appropriate technology to ensure computer competence for all students.

Review of Secondary School Writing Programs (1995)

MOUNTAIN

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.		✓			
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.			✓		
4. Opportunities for students to write –					
• for a variety of real purposes		✓			
• to a variety of real audiences		✓			
• from a variety of viewpoints		✓			
• in a variety of roles		✓			
• using a variety of formats		✓			
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.	✓ →				
A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.			✓		
7. Ongoing support, mentoring, coaching and response for students during the writing process.				✓	
8. Direct instruction for students as needed at any step of the writing process.				✓	
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.		✓			
10. Opportunities for all students to write for cross-curricular purposes.				✓	
11. School-wide recognition of successful writing by students of all ability levels.				✓	
12. Opportunities for all students to enter school, community and national writing competitions.	✓				
13. Adequate time for using the writing process in all content areas across the curriculum.				✓	
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.				✓	

15. School-wide standards for student writing and its evaluation.		✓			
Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.		✓			
17. The use of student writing portfolios or files.	✓				
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.		✓			
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.		✓			
20. A variety of means of summative evaluation across the curriculum **in addition to writing**.		✓			

MAY 3/95
date

principal's signature

Mountain Secondary
school

Review of Secondary School Writing Programs (1995)

PARKVIEW

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.					✓
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.		✓			
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.					✓
4. Opportunities for students to write – • for a variety of real purposes					✓
• to a variety of real audiences					✓
• from a variety of viewpoints					✓
• in a variety of roles					✓
• using a variety of formats					✓
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					✓
A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	✓				
10. Opportunities for all students to write for cross-curricular purposes.					✓
11. School-wide recognition of successful writing by students of all ability levels.					✓
12. Opportunities for all students to enter school, community and national writing competitions.	✓				
13. Adequate time for using the writing process in all content areas across the curriculum.		✓			
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.					✓

15. School-wide standards for student writing and its evaluation.					✓
Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.		✓			
17. The use of student writing portfolios or files.					✓
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.					✓
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.					✓
20. A variety of means of summative evaluation across the curriculum in addition to writing.	✓				

April 6/95
date

D. M. Isaac
principal's signature

Parkview
school

Scott Park Secondary School

OFFICE OF THE PRINCIPAL

1055 KING STREET EAST • HAMILTON ONTARIO L8M 1E2 • TELEPHONE (416) 547-2574

REVIEW OF SECONDARY SCHOOL WRITING PROGRAMS

SUMMARY OF SCOTT PARK SECONDARY

- responses were received from nine departments: languages, history, geography, business, technical, visual arts, music, science and English
- if 5 responses were the same for one characteristic then a *common perception* was determined
- for 10 of the characteristics the responses ranged from **NONE** to **REFINING**
- these wide-ranging perceptions indicate a need for in-service if the school is to develop a cohesive, effective plan regarding school writing (staff and students are included in the target audience)
- recommendation: "participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas."
  - Heads of Languages, English to in-service staff - Fall 1995
  - Review by Departments Spring 1996
- inclusion of implementation of Provincial Language Standards in School Plan 1995-96

May 16/95

DATE

PRINCIPAL'S SIGNATURE

Scott Park SS

SCHOOL

OVERVIEW OF SCHOOL

Review of Secondary School Writing Programs (1995)
SUMMARY OF SCOTT PARK

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.	✓✓	✓		✓✓✓✓✓	✓
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	✓✓✓	✓	✓	✓	✓✓
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.	✓	✓	✓	✓✓✓✓✓	
4. Opportunities for students to write –					
• for a variety of real purposes		✓	✓✓	✓✓✓✓	✓✓
• to a variety of real audiences	✓✓		✓	✓✓✓	✓✓
• from a variety of viewpoints	✓✓			✓✓✓✓	✓✓
• in a variety of roles	✓	✓	✓	✓✓✓	✓✓
• using a variety of formats			✓✓✓	✓✓✓✓	✓
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.	✓	✓	✓✓✓✓		✓✓✓
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				✓✓✓✓✓	✓✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.		✓		✓✓✓	✓✓✓✓
8. Direct instruction for students as needed at any step of the writing process.				✓✓✓✓✓	✓✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	✓✓	✓	✓✓✓	✓✓	
10. Opportunities for all students to write for cross-curricular purposes.	✓✓	✓	✓✓	✓✓✓	
11. School-wide recognition of successful writing by students of all ability levels.	✓✓	✓✓✓	✓	✓	
12. Opportunities for all students to enter school, community and national writing competitions.	✓✓✓	✓	✓	✓	✓
13. Adequate time for using the writing process in all content areas across the curriculum.		✓	✓✓✓	✓✓	✓✓
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.	✓	✓	✓	✓✓✓✓✓	✓

15. School-wide standards for student writing and its evaluation.	✓✓✓		✓✓✓		✓✓
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓✓✓✓ ✓✓✓		✓		
17. The use of student writing portfolios or files.	✓✓	✓	✓		✓✓
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.	✓	✓✓		✓✓	✓✓✓
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.	✓✓		✓	✓✓	✓✓
20. A variety of means of summative evaluation across the curriculum in addition to writing.	✓✓		✓	✓✓	✓✓

5/16/95
date

principal's signature

Scott Park SS
school

APPENDIX A

Responses by Department

1. Review of Secondary School Writing Programs (1995) Scurie

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.	✓				
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	✓				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.			–	✓	
4. Opportunities for students to write –					
• for a variety of real purposes			✓		
• to a variety of real audiences					
• from a variety of viewpoints					
• in a variety of roles					
• using a variety of formats —			✓		
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					
7. Ongoing support, mentoring, coaching and response for students during the writing process.					
8. Direct instruction for students as needed at any step of the writing process.					
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.					
10. Opportunities for all students to write for cross-curricular purposes.					
11. School-wide recognition of successful writing by students of all ability levels.					
12. Opportunities for all students to enter school, community and national writing competitions.					
13. Adequate time for using the writing process in all content areas across the curriculum.					
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.				✓	

15. School-wide standards for student writing and its evaluation.	✓				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.	✓				
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.		✓			
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.	✓				
20. A variety of means of summative evaluation across the curriculum in addition to writing.			✓		

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principal's signature

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school

Review of Secondary School Writing Programs (1995)

GEL

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.				✓	
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.			✓		
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				✓	
7. Ongoing support, mentoring, coaching and response for students during the writing process.				✓	
8. Direct instruction for students as needed at any step of the writing process.				✓	
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.			✓		
10. Opportunities for all students to write for cross-curricular purposes.			✓		
11. School-wide recognition of successful writing by students of all ability levels.				✓	
12. Opportunities for all students to enter school, community and national writing competitions.		✓			
13. Adequate time for using the writing process in all content areas across the curriculum.				✓	
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.				✓	

15. School-wide standards for student writing and its evaluation.			✓		
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.			✓		
17. The use of student writing portfolios or files.			✓		
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.				✓	
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.				✓	
20. A variety of means of summative evaluation across the curriculum in addition to writing.					✓

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principal's signature

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school

Tech Educ.

Review of Secondary School Writing Programs (1995)

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.					✓
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.					
4. Opportunities for students to write –					
• for a variety of real purposes					✓
• to a variety of real audiences					✓
• from a variety of viewpoints					✓
• in a variety of roles					✓
• using a variety of formats			✓		
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.			✓		
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				✓	
7. Ongoing support, mentoring, coaching and response for students during the writing process.				✓	
8. Direct instruction for students as needed at any step of the writing process.				✓	
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.		✓			
10. Opportunities for all students to write for cross-curricular purposes.			✓		
11. School-wide recognition of successful writing by students of all ability levels.	✓				
12. Opportunities for all students to enter school, community and national writing competitions.	✓				
13. Adequate time for using the writing process in all content areas across the curriculum.			✓		
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.				✓	

15. School-wide standards for student writing and its evaluation.			✓		
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.		✓			
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.	✓				
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.	✓				
20. A variety of means of summative evaluation across the curriculum in addition to writing.	✓				

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principal's signature

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school

Review of Secondary School Writing Programs (1995) English

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.		✓			
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.			✓	✓	
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints					✓
• in a variety of roles					✓
• using a variety of formats					✓
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					✓
A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				✓	
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.				✓	
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.				✓	
10. Opportunities for all students to write for cross-curricular purposes.				✓	
11. School-wide recognition of successful writing by students of all ability levels.			✓		
12. Opportunities for all students to enter school, community and national writing competitions.				✓	
13. Adequate time for using the writing process in all content areas across the curriculum.			✓		
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.			✓		

15. School-wide standards for student writing and its evaluation.	✓				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.					✓
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.				✓	
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.				✓	
20. A variety of means of summative evaluation across the curriculum in addition to writing.			✓		

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principal's signature

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school

MUSIC-

Review of Secondary School Writing Programs (1995)

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.	✓				
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	✓				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes			✓		
• to a variety of real audiences	✓				
• from a variety of viewpoints	✓				
• in a variety of roles					
• using a variety of formats			✓		
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.	✓				
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.	✓				
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	✓				
10. Opportunities for all students to write for cross-curricular purposes.	✓				
11. School-wide recognition of successful writing by students of all ability levels.	✓				
12. Opportunities for all students to enter school, community and national writing competitions.			✓		
13. Adequate time for using the writing process in all content areas across the curriculum.					✓
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.					✓

15. School-wide standards for student writing and its evaluation.					✓
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.			?		
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.					✓
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.					✓
20. A variety of means of summative evaluation across the curriculum in addition to writing.	✓				

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date

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principal's signature

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school

Review of Secondary School Writing Programs (1995) Language

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.					✓
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.	✓				
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences			✓		
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					✓
A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.				✓	
10. Opportunities for all students to write for cross-curricular purposes.		✓			
11. School-wide recognition of successful writing by students of all ability levels.		✓			
12. Opportunities for all students to enter school, community and national writing competitions.					✓
13. Adequate time for using the writing process in all content areas across the curriculum.		✓			
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.				✓	

15. School-wide standards for student writing and its evaluation.					✓
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.					✓
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.					✓
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.					✓
20. A variety of means of summative evaluation across the curriculum in addition to writing.				✓	

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date

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principal's signature

_____
school

HISTORY

Review of Secondary School Writing Programs (1995)

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.			✓		
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.		✓			
4. Opportunities for students to write –					
• for a variety of real purposes					✓
• to a variety of real audiences					✓
• from a variety of viewpoints				✓	
• in a variety of roles			✓		
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.		✓			
A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				✓	
7. Ongoing support, mentoring, coaching and response for students during the writing process.		✓			
8. Direct instruction for students as needed at any step of the writing process.				✓	
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.			✓		
10. Opportunities for all students to write for cross-curricular purposes.				✓	
11. School-wide recognition of successful writing by students of all ability levels.		✓			
12. Opportunities for all students to enter school, community and national writing competitions.	✓				
13. Adequate time for using the writing process in all content areas across the curriculum.			✓		
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.		✓			

15. School-wide standards for student writing and its evaluation.			✓		
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.	✓				
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.		✓			
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.			✓		
20. A variety of means of summative evaluation across the curriculum in addition to writing.					✓

May 8/95
date

principal's signature

SCOTT PARK
school

Review of Secondary School Writing Programs (1995) VISUAL AR

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.					✓
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	WHAT!				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.			✓		
A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.			✓		
10. Opportunities for all students to write for cross-curricular purposes.	✓				
11. School-wide recognition of successful writing by students of all ability levels.	newspaper				
12. Opportunities for all students to enter school, community and national writing competitions.	it's there				
13. Adequate time for using the writing process in all content areas across the curriculum.					✓
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.	✓				

15. School-wide standards for student writing and its evaluation.	✓				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.	? Not in V.Arts				
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.	Journals				✓
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.	Newsletter				
20. A variety of means of summative evaluation across the curriculum in addition to writing.					

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date

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principal's signature

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school

Review of Secondary School Writing Programs (1995)

SHERWOOD

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.		✓			
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.				✓	
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				✓	
7. Ongoing support, mentoring, coaching and response for students during the writing process.				✓	
8. Direct instruction for students as needed at any step of the writing process.				✓	
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.			✓		
10. Opportunities for all students to write for cross-curricular purposes.		✓			
11. School-wide recognition of successful writing by students of all ability levels.		✓			
12. Opportunities for all students to enter school, community and national writing competitions.			✓		
13. Adequate time for using the writing process in all content areas across the curriculum.			✓		
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.		✓			

15. School-wide standards for student writing and its evaluation.		✓			
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.		✓			
17. The use of student writing portfolios or files.		✓			
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.			✓		
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.				✓	
20. A variety of means of summative evaluation across the curriculum **in addition to writing**.			✓		

MAY 1/95
date

principal's signature

SHERWOOD SECONDARY
school

Review of Secondary School Writing Programs (1995)

SIR ALLEN MACNAB

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.					✓
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.			✓		
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.					✓
4. Opportunities for students to write –					
• for a variety of real purposes ?					✓
• to a variety of real audiences					✓
• from a variety of viewpoints					✓
• in a variety of roles					✓
• using a variety of formats					✓
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					✓
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.				✓	
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	?	?	?	?	?
10. Opportunities for all students to write for cross-curricular purposes.		✓			
11. School-wide recognition of successful writing by students of all ability levels.		✓			
12. Opportunities for all students to enter school, community and national writing competitions.				✓	
13. Adequate time for using the writing process in all content areas across the curriculum.		✓			
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.			✓		

15. School-wide standards for student writing and its evaluation.					✓
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.		✓			
17. The use of student writing portfolios or files.					✓
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.					✓
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.					✓
20. A variety of means of summative evaluation across the curriculum in addition to writing.					✓

25-04-95
date

G Fulton
principal's signature

Sir Allan MacNab
school

RECEIVED
APR 28 1995
Human Resources Dept.

Review of Secondary School Writing Programs (1995)

SIR JOHN A MACDONALD

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				✓	✓
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	✓				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes				✓	
• to a variety of real audiences				✓	
• from a variety of viewpoints				✓	
• in a variety of roles				✓	
• using a variety of formats				✓	
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					✓
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					✓
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.	only in some		Writer's Craft OAC		?
10. Opportunities for all students to write for cross-curricular purposes.	some				
11. School-wide recognition of successful writing by students of all ability levels. YES NO					
12. Opportunities for all students to enter school, community and national writing competitions.				✓	
13. Adequate time for using the writing process in all content areas across the curriculum.	have to				
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.				✓	✓

meet our school goals

15. School-wide standards for student writing and its evaluation.	Standards - but not school-wide				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.		✓	✓		
17. The use of student writing portfolios or files.	in English				✓
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.	Most departments			✓	
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.		✓	✓	✓	
20. A variety of means of summative evaluation across the curriculum **in addition to writing**.					✓

4 May 95
date

principal's signature

school

SIR JOHN A. MACDONALD SECONDARY SCHOOL
130 YORK ST.
HAMILTON, ONTARIO L8R 1Y5

Review of Secondary School Writing Programs (1995)

SIR WINSTON CHURCHILL

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.					
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	✓				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities. what does this mean?					
4. Opportunities for students to write –					
• for a variety of real purposes					
• to a variety of real audiences					
• from a variety of viewpoints					
• in a variety of roles					
• using a variety of formats					
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips. ?					
7. Ongoing support, mentoring, coaching and response for students during the writing process.			✓ done in G.L		
8. Direct instruction for students as needed at any step of the writing process.					
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.					
10. Opportunities for all students to write for cross-curricular purposes.	?				
11. School-wide recognition of successful writing by students of all ability levels.	✓				
12. Opportunities for all students to enter school, community and national writing competitions.	Student are made aware of contests by Eglish teachers.				
13. Adequate time for using the writing process in all content areas across the curriculum. ?					
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.	✓				

Done in Eglish

Done in Eglish

In Eglish

15. School-wide standards for student writing and its evaluation.	✓				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.	In	English			
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.					
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.					
20. A variety of means of summative evaluation across the curriculum in addition to writing.					

date

principal's signature

SIR WINSTON CHURCHILL

school

Review of Secondary School Writing Programs (1995)

WESTDALE

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.				X	
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.	X				
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				X	
4. Opportunities for students to write – • for a variety of real purposes			X		
• to a variety of real audiences			X		
• from a variety of viewpoints			X		
• in a variety of roles			X		
• using a variety of formats			X		
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.				X	
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.					X
7. Ongoing support, mentoring, coaching and response for students during the writing process.				X	
8. Direct instruction for students as needed at any step of the writing process.			X		
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.			X		
10. Opportunities for all students to write for cross-curricular purposes.	X				
11. School-wide recognition of successful writing by students of all ability levels.	X				
12. Opportunities for all students to enter school, community and national writing competitions.					X
13. Adequate time for using the writing process in all content areas across the curriculum.		X			
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.					X

15. School-wide standards for student writing and its evaluation.	X				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	X				
17. The use of student writing portfolios or files.		X			
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.		X			
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.				X	
20. A variety of means of summative evaluation across the curriculum in addition to writing.				X	

May 19, 1995
date

Margaret Bowman
principal's signature

Westdale Secondary School
school

Review of Secondary School Writing Programs (1995)

WESTMOUNT

Characteristics of a Quality School Writing Program	Current Stage of Implementation				
	None	Planning	Beginning	Developing	Refining
1. Opportunities for all students to address writing topics appropriate to their personal interests, experiences and levels of knowledge.					✓
2. Encouragement for all teachers in all content areas to engage in the same writing activities they expect of their students.		✓			
3. A school environment with sufficient space, materials and equipment to stimulate and facilitate student writing activities.				✓	
4. Opportunities for students to write –					
• for a variety of real purposes					✓
• to a variety of real audiences			✓		
• from a variety of viewpoints					✓
• in a variety of roles					✓
• using a variety of formats					✓
5. Opportunities for students to support each other by sharing and evaluating their own writing, both formally and informally.					✓
6. A variety of student pre-writing motivational and explorational activities such as brainstorming, role-playing, interviewing, sharing, using multi-media materials and field trips.				✓	
7. Ongoing support, mentoring, coaching and response for students during the writing process.					✓
8. Direct instruction for students as needed at any step of the writing process.					✓
9. Metacognitive student self-evaluation strategies with respect to their writing processes and products.		✓			
10. Opportunities for all students to write for cross-curricular purposes.		✓			
11. School-wide recognition of successful writing by students of all ability levels.	✓				
12. Opportunities for all students to enter school, community and national writing competitions.			✓		
13. Adequate time for using the writing process in all content areas across the curriculum.		✓			
14. School-wide agreement that writing is an important tool for learning, and that all teachers have a responsibility to model and teach effective writing.			✓		

15. School-wide standards for student writing and its evaluation.	✓				
16. Participation by staff members in planning and implementing a staff development program in the teaching and evaluation of student writing in all content areas.	✓				
17. The use of student writing portfolios or files.				✓	
18. The use of writing as a tool for reflecting on, and evaluating personal learning for students and staff.			✓		
19. The use of writing as a tool for increasing communication and understanding among groups within the school, and between the school and the community.	✓				
20. A variety of means of summative evaluation across the curriculum in addition to writing.					✓

May 4/95.
date

B Bugge
principal's signature

westmt
school

Date: 1995 06 01

From: E.G. Bond, Superintendent of Program

Re: Tri-board Violence Prevention Project - Annual Update
R.S.V.P. (Response by Schools to Violence Prevention)

Report: Information/Decision

Background

Since 1989 the Hamilton Board of Education has been involved in a Violence Prevention Project involving The Community Child Abuse Council of Hamilton-Wentworth and the Hamilton area school boards. This project has resulted in the development of a holistic school based violence prevention program intended to empower children to act in positive ways. The program provides a model to build self esteem, develop communication and problem-solving skills and assist students to develop an understanding of healthy relationships. Although the R.S.V.P. Program (Response by Schools to Violence Prevention) specifically addresses family violence prevention it provides a foundation for addressing the root causes of violence and can form the base for any social/life skills program.

In an effort to help other schools and communities, resource manuals have been written for elementary, transition years and secondary programs.

Issue

To provide trustees with the annual update on the Tri-board Violence Prevention Project.

Recommendations

(1) That the Report on the Tri-board R.S.V.P. Project Update be received for information.
(2) That future Tri-board R.S.V.P. Project Updates be included as part of the Safe School Annual Report.

Rationale

This update contains information about ongoing activities and new initiatives. (Appendices A, B, C, D, E, F)

Participation in this R.S.V.P. project provides the Hamilton Board with experiences and resources which can assist schools in meeting the program/curriculum recommendations of the Hamilton Board's Safe Schools Policy.

Appendices

(A) R.S.V.P. Critical Learnings
(B) Ministry of Education and Training Grant:
- Connections from Awareness to Action (1994-1995)

(C) *R.S.V.P. The Elementary Experience* - Table of Contents
(D) *R.S.V.P. A Guide for Secondary Schools* - Table of Contents
(E) Ministry of Education and Training Grant:
- School-Based Services - Phase 2 (1994-1995)

(F) R.S.V.P. PROGRAM - Evaluation Tools

HOLISTIC PROGRAM FOR THE PREVENTION OF FAMILY VIOLENCE

A Social and Life Skills Approach (JK-OAC)

HEALTHY RELATIONSHIPS

AIMS:

1. Understanding the factors contributing to healthy versus abusive relationships.
2. Understanding of the importance of healthy relationships for meeting personal needs and feeling worthwhile as a person.
3. Development of appropriate social skills.

COMMUNICATION

AIMS:

1. Development of skills in active listening and expressing verbal and non verbal messages.
2. Appreciation that a healthy sense of self worth and respect for others promotes effective communication.
3. Understanding that effective communication, including appropriate assertiveness and conflict resolution skills is essential in situations of interpersonal conflict.

SELF ESTEEM

AIMS:

1. Development of good feelings about self.
2. Knowledge of factors that affect self esteem and behaviour.
3. Understanding and valuing personal empowerment.
4. Development of strategies to maintain a feeling of competence, including taking responsibility for decision making.

Overall Goal:

To Prevent Violence by Empowering Children

PREVENTION OF STEREOTYPING

AIMS:

1. Development of skills to examine critically how stereotypes are perpetuated.
2. Understanding that there are no "appropriate" or "allowable" stereotypes.
3. Development of gender free attitudes.
4. Appreciation of individual differences.

PERSONAL SAFETY

AIMS:

1. Knowledge of personal safety.
2. Development of problem-solving skills to identify at risk situations and appropriate responses to maintain personal safety.
3. Knowledge of personal and community resources and how to access and use them when needed.

FAMILY VIOLENCE

AIMS:

1. Awareness of the prevalence of family violence (child abuse, wife assault and elder abuse).
2. Knowledge of individual, family, society and cultural factors that contribute to family violence.
3. Development of empathy for individuals who experience family violence.
4. Understanding of the use of power and control in abusive relationships.
5. Understanding that there are no "appropriate" or "allowable" victims.

© 1994 Community Child Abuse Council of Hamilton-Wentworth- R.S.V.P. The Elementary Experience

The Elementary Experience

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R.S.V.P.

A Guide for Secondary Schools

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APPENDIX D

MINISTRY OF EDUCATION AND TRAINING
Violence Prevention Secretariat

Grant: ***CONNECTIONS: from Awareness to Action 1994-1995***

Inservice for school staff on the use and implementation of the R.S.V.P. resource books -

R.S.V.P. The Elementary Experience
R.S.V.P. A Planning Guide for the Transition Years
R.S.V.P. A Guide for Secondary Schools .

The purpose of each workshop was to demonstrate the use of the R.S.V.P. guide as a planning framework for implementing violence prevention programs including the process, timelines for planning and implementation, and suggestions and/or examples.

Workshops were planned and offered to participants from all three area Boards during April and May. Workshop presenters were representatives from each of the Boards who had been either involved in school R.S.V.P. programs and/or co-authored a resource document.

Hamilton Board presenters included - Barb Jepson, Marilyn Stewart, Linda Woolfrey-Cooper and Kathie Hibbins.

APPENDIX E

MINISTRY OF EDUCATION AND TRAINING GRANT:
Wife Assault Prevention Initiatives - 1994-1995

SCHOOL-BASED SERVICES - PHASE 2

During the 1994-1995 school year the three local Boards of Education and The Community Child Abuse Council of Hamilton-Wentworth have continued to work together to purchase service from each of our four women's shelters. The grant obtained from the Ministry of Education and Training is allocated based on the array of services provided by each shelter. The services to be provided include:

- Individual students (e.g.. counselling)
- Groups of students (e.g.. counselling, class presentations)
- Teachers (e.g.. professional development)
- School Board (e.g.. protocol development).

A comprehensive Speakers Bureau made up of shelter staff is being prepared. This will provide school staff and students direct access to professional development and information on a broad range of critical topics related to violence against women, for example power and control, stereotyping, historical roots, dating violence, etc.

In most situations, women who are fleeing a domestic violence situation take their children with them. In order to normalize this transition period in the children's lives, it is extremely important to have children involved in some type of schooling. The development of a *Protocol Between Shelters & Boards of Education* assists youth who are residents in shelters in the transition between their home school, a local school and the return to the home school. The details of this protocol are found in the Safe Schools Binder.

APPENDIX F

R.S.V.P. PROGRAM

Evaluation Tools

As a result of a grant from The Hamilton Community Foundation, The Community Child Abuse Council of Hamilton-Wentworth has embarked on a project that will result in the development of evaluation tools to be used by schools across the province to assist in evaluating the usefulness of the R.S.V.P. program in breaking the cycle of violence.

This project has included collaboration with the three area Boards of Education in the collection of feedback information from pilot schools.

Over the next months the input from schools will be used in the development of evaluation tools that will

- utilize the critical learnings - the core component of the R.S.V.P. programs.
- assess outcomes of the curriculum on students and staff.
- identify the benefits of a holistic violence prevention program.
- allow for different and changing needs of schools taking into account grade level, population, climates and demographics of schools.
- include pre and post evaluations for staff, students and parents.

It is expected that pilot schools in each of the area Boards will be involved in the testing of the developed evaluation tools.

Date: 1995 06 01

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: **Textbook and Learning Material Approval as per Circular 14**

Report: Information/Decision

BACKGROUND

Circular 14 is an annual publication issued under the Education Act that provides a list of texts approved by the Ministry of Education and Training for use in Ontario schools.

Provision is also made for local selections in those subject or program areas where there is no Circular 14 listing or where supplementary texts or materials or reference books are required. In all cases the selections must be approved by Board resolution.

ISSUE

To provide trustees with information regarding text and learning material requests submitted for use in elementary and secondary schools.

To determine trustee approval of textbooks and learning material selections requested for use in elementary and secondary schools.

RECOMMENDATIONS

That the names of the texts and learning materials as listed be approved for use in elementary and secondary schools and be added to the existing list of texts and learning materials previously approved by the Board of Education for the City of Hamilton.

RATIONALE

The following is the explanation of approval codes (APPR CODE) as listed:

Appr. Code	Explanation
1	Ministry's Circular 14 approval or Ministerial Letter of Approval.
2	Approval under provision "2D" of Circular 14 and the regulations allowing for local option by the Board. e.g.: English Literature, Literature Français, Literature in Modern Languages, The Classics.
3	Supplementary text/material. e.g.: Drill/Exercise books, kits, lab manuals, readers.
8	Class-set approval.
9	(i) Reference book approval (2-10 copies only) including teachers' editions. (ii) Section 264, Education Act

TEXT TITLE		PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
001 VISUAL ARTS								
ART FUNDAMENTALS: THEORY AND PRACTICE		MICHAEL PRESTON ASSO	TEXT	8	7TH	PST 1994	53.00	62133
ARTIST, THE		PRENTICE-HALL CANADA	TEXT	8		PRN 1994	52.00	25122
CLAYWORKS:FORM AND IDEA IN CERAMIC DESIGN		FITZHENRY & WHITESID	TEXT	8	3RD	FHW 1992	63.00	14027
PHOTOGRAPHIC EYE:LEARNING TO SEE WITH A CAMERA		FITZHENRY & WHITESID	TEXT	8	REV	FHW 1992	32.50	21246
002 BUSINESS STUDIES								
FUNDAMENTAL ACCOUNTING PRINCIPLES		TIMES MIRROR	TEXT	8	7TH	MOS 1994	67.00	48397
FUNDAMENTAL ACCOUNTING PRINCIPLES	1-14	TIMES MIRROR		3	7TH	MOS 1994	21.00	48405
FUNDAMENTAL ACCOUNTING PRINCIPLES	15-28	TIMES MIRROR		3	7TH	MOS 1994	20.00	48447
MARKETING TODAY: A RETAIL FOCUS		MCGRAW-HILL RYERSON	TEXT	8	2ND	MHR 1994	40.00	34173
WORD PROCESSING:PROGRESSIVE APPLICATIONS		NELSON CANADA LTD	TEXT	8		NEL 1990	34.50	11742
010 ENGLISH LANGUAGE AND LITERATURE								
JULIUS CAESAR		COPP CLARK LONGMAN		2	FALCON	CCP	10.00	15917
MACBETH		COPP CLARK LONGMAN		2	FALCON	CCP	10.00	15958
020 GEOGRAPHY								
NATURAL DISASTER		IRWIN PUBLISHING INC		9	3RD	IRW	21.00	10686
030 HISTORY								
CONFIDENT YEARS:CANADA IN THE 20'S	CANADIAN SCRA	PRENTICE-HALL CANADA		3		PRH 1978	15.00	14829
045 FAMILY STUDIES								
FOOD FOR LIFE		MCGRAW-HILL RYERSON	TEXT	8		MHR 1994	37.50	14811
PROFILING CANADA'S FAMILIES		THE VANIER INSTITUTE		9		VAN 1994	20.00	14944
050 LANGUAGE: CORE PROGRAM								
CYRANO DE BERGERAC		THE FRENCH BOOKSTORE		2		FBS	8.00	11429
DIRE UND		D C HEATH CANADA LTD	TEXT	8		HEA 1993	57.50	11189
ENFANTS DU BONHOMME DANS LA LUNE, LES		THE FRENCH BOOKSTORE		3		FRE	8.95	11437
L'HOMME QUI PLANTAIT DES ARBRES		THE FRENCH BOOKSTORE		3		GAL	11.50	11411
LES MAILLONS DE LA SCIENCE 10		EDITIONS DE LA CHENE	TEXT	8		CHE 1991	50.00	11668

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
050 LANGUAGE: CORE PROGRAM							
PRIERES D'UN ENFANT TRES TRES SAGE	THE FRENCH BOOKSTORE		3		STA	13.95	11601
055 LANGUAGES: THE AUTHORS							
DISCOVERING FRENCH (BLANC)	D C HEATH CANADA LTD	TEXT	8		HEA 1994	58.00	15743
DISCOVERING FRENCH (BLANC)	D C HEATH CANADA LTD	TCH ED	9		HEA 1994	77.50	15792
DISCOVERING FRENCH (BLANC)	D C HEATH CANADA LTD	ACT BK	3		HEA 1994	16.00	15818
DISCOVERING FRENCH (BLANC)	D C HEATH CANADA LTD	TCH ACT BK	9		HEA 1994	19.25	15875
070 PHYSICAL AND HEALTH EDUCATION							
CONCEPTS OF PHYSICAL FITNESS	MICHAEL PRESTON ASSO		8	8TH	PST 1994	33.00	17384
PHYSIOLOGY BASIS OF PHYSICAL EDUCATION AND ATHLET	TIMES MIRROR	TEXT	8	5TH	MOS 1088	64.00	07229
080 SCIENCE							
HEATH BIOLOGY 11	D C HEATH CANADA LTD	TEXT	8	3RD	HTH 1991	65.25	24323
LAB ANATOMY OF THE FETAL PIG	MICHAEL PRESTON ASSO	TEXT	8	9TH	PST	35.00	64030
090 TECHNOLOGICAL STUDIES							
STANDARD TEXT OF COSMETOLOGY	NP GROUP	TEXT	8	REV	WIL 1995	37.00	44958

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
005 PRIMARY							
CANADIAN SPELLING PROGRAM II 3K2	GAGE DISTRIBUTION CO	TEXT	8	2ND	GAG 1987	12.00	12013
PRIMARY PHONICS PICTURE DICTIONARY	EDUCATORS PUBLISHING	TEXT	3		EPS 1994	17.00	11874
006 JUNIOR							
NELSON WORLD ATLAS	NELSON CANADA LTD	TEXT	3	REV	NEL 1991	17.50	12542
STRATEGIES ALONG THE LINE OF SNOKY HILLS	NELSON CANADA LTD	ANTHOLOGY	8		NEL 1993	18.00	13227
STRATEGIES DREAMS GO FAST AND FAR	NELSON CANADA LTD	ANTHOLOGY	8		NEL 1993	18.00	13235
STRATEGIES WHENEVER THE WIND IS HIGH	NELSON CANADA LTD	ANTHOLOGY	8		NEL 1993	18.00	12716
016 ENGLISH AS A SECOND LANGUAGE							
NEW HORIZONS IN ENGLISH 1	ADDISON WESLEY CANAD	TEXT	8	3RD	ADD 1991	11.00	13466
NEW HORIZONS IN ENGLISH 1	ADDISON WESLEY CANAD	TCH GD	9	3RD	ADD 1991	14.00	13581
NEW HORIZONS IN ENGLISH 1	ADDISON WESLEY CANAD	WKBK	3	3RD	ADD 1991	6.00	13631
NEW HORIZONS IN ENGLISH 2	ADDISON WESLEY CANAD	TEXT	8	3RD	ADD 1991	10.50	13656
NEW HORIZONS IN ENGLISH 2	ADDISON WESLEY CANAD	TCH GD	9	3RD	ADD 1991	14.00	13664
NEW HORIZONS IN ENGLISH 2	ADDISON WESLEY CANAD	WKBK	3	3RD	ADD 1991	6.00	13722
NEW HORIZONS IN ENGLISH 3	ADDISON WESLEY CANAD	TEXT	8	3RD	ADD 1991	10.50	13839
NEW HORIZONS IN ENGLISH 3	ADDISON WESLEY CANAD	TCH GD	9	3RD	ADD 1991	14.00	13862
NEW HORIZONS IN ENGLISH 3	ADDISON WESLEY CANAD	WKBK	3	3RD	ADD 1991	6.00	13938
NEW HORIZONS IN ENGLISH 4	ADDISON WESLEY CANAD	TEXT	8	3RD	ADD 1991	10.50	14084
NEW HORIZONS IN ENGLISH 4	ADDISON WESLEY CANAD	TCH GD	9	3RD	ADD 1991	14.00	14134
NEW HORIZONS IN ENGLISH 4	ADDISON WESLEY CANAD	WKBK	3	3RD	ADD 1991	6.00	14142
NEW HORIZONS IN ENGLISH 5	ADDISON WESLEY CANAD	TEXT	8	3RD	ADD 1991	10.50	14175
NEW HORIZONS IN ENGLISH 5	ADDISON WESLEY CANAD	TCH GD	9	3RD	ADD 1991	14.00	14308
NEW HORIZONS IN ENGLISH 5	ADDISON WESLEY CANAD	WKBK	3	3RD	ADD 1991	6.00	14373
NEW HORIZONS IN ENGLISH 6	ADDISON WESLEY CANAD	TEXT	8	3RD	ADD 1991	10.50	14399
NEW HORIZONS IN ENGLISH 6	ADDISON WESLEY CANAD	TCH GD	9	3RD	ADD 1991	14.00	14472
NEW HORIZONS IN ENGLISH 6	ADDISON WESLEY CANAD	WKBK	3	3RD	ADD 1991	6.00	14555

TEXT TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
016 ENGLISH AS A SECOND LANGUAGE							
OXFORD ENGLISH PICTURE DICTIONARY CHINESE	OXFORD UNIVERSITY PR		3		OUP	20.00	10694
OXFORD ENGLISH PICTURE DICTIONARY GUJARATI	OXFORD UNIVERSITY PR		3		OUP	11.00	11155
OXFORD ENGLISH PICTURE DICTIONARY SPANISH	OXFORD UNIVERSITY PR		3		OUP	11.50	10736
OXFORD ENGLISH PICTURE DICTIONARY URDU	OXFORD UNIVERSITY PR		3		OUP	11.00	10735
018 ENGLISH/LANGUAGE ARTS							
CYCLES 1	PRENTICE-HALL CANADA	TEXT	8		PRH 1990	40.50	14852
CYCLES 1	PRENTICE-HALL CANADA	TCH GD	9		PRH 1990	48.00	14878
CYCLES 2	PRENTICE-HALL CANADA	TEXT	8		PRH 1990	40.65	14886
CYCLES 2	PRENTICE-HALL CANADA	TCH GD	9		PRH 1990	48.00	14902
030 HISTORY							
CANADA REVISITED	ARNOLD PUBLISHING	TEXT	8		ARN 1992	29.95	17921
CANADA REVISITED	ARNOLD PUBLISHING	TCH MAN	9		ARN 1993	49.00	17962
CANADA REVISITED	ARNOLD PUBLISHING	BLACKLINE	9		ARN 1994	49.00	18028
CANADA REVISITED	ARNOLD PUBLISHING	TCH RES PK	9		ARN 1994	89.00 PK	18036
ORDINARY PEOPLE IN CANADA'S PAST	ARNOLD PUBLISHING	TEXT	8		ARN 1990	27.50	11171
050 LANGUAGE: CORE PROGRAM							
LE FRANCAIS EN ACTION LEVEL 1	D C HEATH CANADA LTD	TCH PKG	9		HTH 1994	269.50 PK	08904
LE FRANCAIS EN ACTION LEVEL 2	D C HEATH CANADA LTD	TCH PKG	9		HTH 1994	269.50 PK	32805
LE FRANCAIS EN ACTION LEVEL 3	D C HEATH CANADA LTD	TCH PKG	9		HTH 1994	269.50 PK	32854
LE FRANCAIS EN ACTION LEVEL 4	D C HEATH CANADA LTD	TCH PKG	9		HTH 1994	269.50 PK	01776
LE FRANCAIS EN ACTION LEVEL 5	D C HEATH CANADA LTD	TCH PKG	9		HTH 1994	269.50 PK	02204

Date: 1995 06 01

To: Chairman and Members
Program Committee

From: Elizabeth G. Bond, Superintendent of Program

Re: Presentation from the Hamilton Regional Indian Centre Requesting the Introduction of Native As A Second Language (NSL) Instruction

Report: Information/Decision

Background

Early in the 1994-95 school year, spokespersons for the Hamilton Regional Indian Centre (HRIC) renewed their request for the introduction of Native As A Second Language instruction. Subsequently, a questionnaire developed jointly by members of the Education Committee at HRIC and staff of the Board of Education for the City of Hamilton was used to survey the parents/guardians of students enrolled in our schools, to determine interest in receiving NSL instruction. Simultaneously, the HRIC staff through access to membership rosters of First Nations community organizations, identified First Nations children enrolled in our schools.

At the Program Committee meeting 1995 04 06 a presentation was made by Russel Blackbird, Education Liaison Officer at HRIC and Linda Staats, a teacher at Grand River Polytechnical Institute. The presentation, on behalf of members of the local First Nations communities, included a request for the introduction of NSL instruction beginning 1995 09 01. At the same meeting, Dr. Frank Cooke, Assistant Superintendent of Program, presented the results of the NSL survey. The results identified schools in which there appeared to be the minimum number of 15 or more students recommended by the Ministry of Education and Training as the minimum for establishing an NSL class. As well, the survey indicated the preferred language of NSL instruction.

It was agreed "that the presentation from the Hamilton Regional Indian Centre regarding Native As A Second Language be referred to the officials, with a written report to be presented to the June 1995 meeting of this committee".

Issue

To share with trustees the response from the officials regarding the report submitted by Russel Blackbird and Linda Staats, on the introduction of Native As A Second Language instruction.

Recommendation

That pilot junior division NSL programs be established at two of the following schools, Centennial, Dr. J. Edgar Davey, Prince of Wales or Sanford Avenue schools, subject to confirmation that 15 or more parents/guardians request that their children be enrolled.

Rationale

See appendices i, ii and iii

Appendices

Appendix i Teacher Availability - NSL Certified
Appendix ii Native As A Second Language: Existing Curriculum Documents
Appendix iii Estimated Financial Implications - Native As A Second Language

CERTIFIED NATIVE EDUCATION TEACHER AVAILABILITY

Included in the verbal update on First Nations Pilot Program provided by Superintendent Rick Binns at the Program Committee meeting 1995 05 04 was the following:

> *"that a preliminary list has been developed of about 22 certified Native Education teachers in the area. If the Hamilton Board of Education requires a teacher of Native As A Second Language, Mr. Binns indicated that teachers on staff, as well as recently laid-off teachers will be surveyed first for NSL qualifications, prior to considering the 22 teachers on the list."*

Names of the certified NSL teachers are available from Superintendent Binns.

Native As A Second Language : Existing Curriculum Documents

The following people and organizations were contacted regarding the availability of curriculum for Native As A Second Language:

- Keith Lickers — Native Education Policy Unit, Ministry of Education & Training
- Ruth Isaac — Iroquoian Languages Consultant, Woodland Cultural Centre, Brantford
- Peter Hill — Consultant, NSL, Haldimand Board of Education
- Dan Thompson — Coordinator of Program, Mohawk School Board, Ahkwesahsne, Cornwall
- Becky Howse — Executive Assistant for NSL & FSL, London Board of Education
- Merle Richards — NSL Faculty Advisor, Brock University
- Michael Johnny — Staff Assistant, Hamilton Regional Indian Centre

GRADES/ DIVISIONS	AVAILABILITY	COMMENTS
K-3 Mohawk	• available at no cost from Ruth Isaac (copy already on hand in HBE)	• developed in 1983 (needs updating) • primary units can be adapted for junior division starting point
4-6 Mohawk	• available at no cost from Ruth Isaac (copy already on hand in HBE)	• developed in 1983 • intended to follow a primary division program • parts can be adapted for junior division starting point
PR/JR units for Oneida	• available from Woodland Cultural Centre, Brantford	• developed in 1993 • flexible units; can be changed yearly • accommodates multi-grade, multi-age groupings • can be adapted for Mohawk • used by London Board of Education for Oneida NSL program
1-5 Mohawk	• available for purchase (app. $200.00 per grade) from Mohawk School Board, Ahkwesahsne First Nation	• curriculum recently updated • intended for implementation as a 40 minute / day program • can be implemented by division (multi-age, multi-grade groupings) or grade - by - grade
6-8 Mohawk	• available for purchase (app. $200.00 per grade) from Mohawk School Board,	• grade 6 available now • grades 7 and 8 under development; available later in fall 1995
9-12 Mohawk/Cayuga/Ojibwe	• available at no cost from Haldimand Board of Eduction	• generic curriculum (in English); requires language-specific adaptation by the teacher • grade 9 starting point (no language background expected)

Estimated Financial Implication - Native As A Second Language Commencing In the 1995-96 School Year

Appendix III

Assumptions

1) The estimated enrolment for the pilot Native As A Second Language Classes will come from students already enrolled in the Board regular day school program.

2) No consideration has been made in the calculation of estimated recoveries for additional GLG revenues that would come with students who may transfer from other boards in order to access this program.

3) The minimum enrolment and the number of minutes of NSL instruction per day will be as follows: a minimum of 15 students in a class, 40 minutes of NSL instruction per day.

4) Costs that may be incurred for personnel training, equipment, insurance, etc., can be accommodated within the existing 1995/96 budget request.

5) Costs that may be incurred from the purchase of curriculum materials from another board or organization can be accommodated within the 1995/96 budget request.

6) Classroom space provided will involve no significant increase in utilities, repairs or capital expenditures; no rental income will be lost.

7) The board will not be responsible for any transportation costs incurred by students who enrol in Native As A Second Language programs.

8) The board will not incur any costs related through the providing of Native As A Second Language instruction resulting from the purchase of service from another board or organization.

	INCREMENTAL COSTS	INCREMENTAL RECOVERIES
Salary and Benefits		
.5 teacher	Cat. A/0: $15,395 — Cat. A4/11: $36,253	
1.0 teacher	Cat. A/0: $30,790 — Cat. A4/11: $72,506	
Travel Allowance	$440	
Supplies at $10 per student (Assumption 3)	$150 per 15 student / a maximum of $300 per class of 30 students	
Curriculum Development (Assumption 5)	$500	
Eligible Sum GLG - Net of Local Share (Assumption 2)		$4,680
Start-up GLG		$3,000 for a class of 15 students $6,000 for a class of 30 students

/pgb 95 05 26

Date: 1995 06 01

To: Chairman and Members
Program Committee
Board of Education for the City of Hamilton

From: Elizabeth G. Bond, Superintendent of Program
Mary Jean Tyczynski, Formative Years Coordinator

Re: **Implementation of *Growing Into Language* – Update**

Report: Information

Background

A report on the **Review of *Growing Into Language,*** Hamilton's Primary Language Curriculum, SK to 3, was presented to Operations Management Committee on May 11, 1993, and was at that time received for information.

An update on the implementation of ***Growing Into Language*** was presented to Program Committee on May 10, 1994, and was at that time received for information.

The following report provides the 1995 update as requested.

Issue

To provide trustees with an update on the implementation of ***Growing Into Language.***

Recommendations

That the update on the implementation of ***Growing Into Language*** be received for information.

Rationale

The Early and Formative Years Coordinators, curriculum consultants and principals have continued to work together to address **school** and **system needs** in the implementation of ***Growing Into Language.*** A summary of these initiatives is included in Appendix I.

It is anticipated that the implementation of ***Growing Into Language*** will be incorporated into the implementation of ***The Common Curriculum Policies and Outcomes, Grades 1-9*** and ***The Provincial Standards Language, Grades 1-9.***

Appendix

Appendix I School and System Action

Growing Into Language
School and Area Action
May 1994 – May 1995

Topic	Strategies
Spelling	• Provide ***Spelling Sense*** awareness sessions for individual teachers and teams of teachers • Work with individual teachers in the classroom – how to set up a spelling program • Attend Brock University Spelling Symposium organized by Ruth Scott • Develop Spelling game cards • Provide awareness sessions to staff in French Immersion schools on ***Spelling Sense, Adaptation pour les classes d'immersion française*** • Provide workshops and in-service on the following topics: Make and Take Spelling Games How to Use Diagnostic Spelling Tests Strategies for the Stages of Development Connecting the Spelling Program to the Writing Process Assessment and Evaluation of Spelling Teaching of Spelling through Spelling Patterns Spelling Diagnosis
School Based Initiatives	• Develop reading portfolios • Use tracking sheets from ***Growing Into Language*** as a covering assessment tool • Use diagnostic assessments to examine growth in reading (whole school) • Presentation by Dr. Ruth Scott on Spelling Strategies (to support school focus) • Assist with schools plans focusing on language • Develop action plans to address growth in reading • Examine the writing process using the narrative writing model • Develop student portfolios for writing • Strategies to assist students with reading difficulties • Develop school portfolios for reading • Present to staff on the following: Integrating Language Arts and Visual Arts using picture books Language Responses through Visual Arts Differentiated Planner Linking Drama with Language Linking Visual Arts to Language
System Initiatives	• Design and present a three part Language Workshop Series – ***Language a Balanced Program*** • Implement ***New Beginnings*** • Develop a Drama Kit • Preview a variety of new reading series • Present to parents at the Parent Conference – ***How We Teach Reading, Writing, Speaking and Listening*** • Develop learning outcomes and performance indicators for listening and speaking Grades 1-3

System Initiatives (cont'd)	• Present to teachers, Program Professional Activity Day, on the following: Reading – A Balanced Program Informazing Non-Fiction Resources Integrating Art and Drama Language is More than a Subject Linguistic Awareness Literacy in the Information Age Making Books: BIG and little Picture Books and Drama Activities Responses to Literature • Drama Implementation Plan • Provide In-Service on: Drama Strategies Visual Literacy • Translate Literature Response cards for French Immersion teachers • Loan a variety of resources to support classroom language programs
Working with Individual Teachers	• Assist and plan with teachers on the following topics: Split grade programming for language in French Immersion classes Thematic language units Assessment and Evaluation of language Setting up a balanced language program Classroom organization, timetabling and language Programming for split grades in language The Writing Process Using centres in a language program Individualized reading program Buddy Reading System Choral Reading Puppetry Making books – BIG and small Writing follow-ups Ideas to promote reading and writing for ESL students Language experience ideas that LRT's can use Drama Strategies Linking Storytelling and Drama through Fairy Tales Role playing
Assessment and Evaluation	• Assist in developing action plans based on C.A.T. results • Present to teachers on the following: Portfolio Assessment Tracking – planning for and use of tracking sheets in language programs Conferencing Learning Logs Writing Anecdotal Comments Writing Report Cards Using a Variety of Assessment Tools The Teaching/Learning Cycle • Present to administrators at program updates on the following: Program Planning and Tracking Assessment, Evaluation and Reporting • Present to parents at the Parent Conference on Assessment, Evaluation and Reporting • Plan for Summer Institute – August '95 on Assessment, Evaluation and Reporting

Research/ Pilot Projects	• Establish a narrative writing program to address the writing process • Develop and implement student profiles and portfolios for writing • Examine a reading program for grade 1 – ***Collection for Young Scholars*** • Pilot a new reading series, ***Voyages*** • Evaluation of Students' Writing Products using Hamilton's ***Growing Into Language, Celebrating Language*** and ***Spelling Sense***
Parent Groups	• Present on the following topics: ***The Common Curriculum, Policies and Outcomes, Grades 1-9*** ***The Provincial Standards, Language, Grades 1-9*** – the fit with the Common Curriculum and ***For the Love of Learning*** Your Child the Reader – helping children become good readers Differentiation of Program ***For the Love of Learning*** – a look at the four core program areas • Assessment, Evaluation and Reporting with a focus on language
The Common Curriculum Policies and Outcomes, Grades 1-9	• Present to administrators and teachers on the following: The Awareness Session The Next Step Presentation Learning Outcomes The Hamilton Outcomes-Based Framework The Principles Underlying Education The Revised Awareness Session • Present to parent groups
The Provincial Standards, Language, Grades 1-9	• Present to administrators – a process for staff awareness of the document

Date: 1995-06-01

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: **System and School Summaries of Grade 3 and Grade 6 Students' Results on the *Canadian Achievement Tests* (2nd edition), 1994-95**

Report: Information

BACKGROUND

This report presents system and school summaries of this year's grade 3 and 6 students' results on the *Canadian Achievement Tests* (© Canadian Test Centre 1982, 1992), in the context of school and system programs and plans. The C.A.T. has been administered annually to grade 3 and 6 students in the Hamilton Board since 1982 to provide information to schools which is used in programming for students. It is a standardized test (See Glossary, Appendix E.) which assesses "... skills commonly taught in schools across the country ... in reading, spelling, language, study skills, and mathematics." (CTC, 1992, p. 1; Appendix A.i). All areas tested on the C.A.T./2 are relevant to our curriculum, except where noted in the System Summary re Mathematics. However, the C.A.T./2 does not address all areas of our language and mathematics curriculum (e.g., listening, speaking, writing). In order to provide information to complement teachers' diagnostic assessments for their use in refining programs (formative assessment), testing is carried out in the fall. Thus, test results for students enrolled in grade 3 reflect students' progress through grades 1 and 2, while results for students enrolled in grade 6 reflect their progress through grades 1 to 5.

In 1993-94, schools formally initiated processes for informing parents of students' C.A.T. results, in congruence with the Board's motion (1993-11). Changes this year include: use of the updated second edition, the *CAT/2* (Appendix A.i); alignment of testing procedures with those used in the national norming study (Appendix B); obtaining school summary information as per principals' request; obtaining a criterion-referenced report of student performance on the test; and developing a resource document, *CAT Links 2* showing the connections between test objectives and Hamilton language curricula (Appendix A.iii). The School Reports (Appendix D.) indicate how the information obtained by testing students on the C.A.T. is used in our schools. Changes this year are intended to improve its usefulness by aligning it with our curricula for student programming, and by providing school information for diagnostic use in school planning.

The system and school reports are summaries of students' test results, and are interpreted in the same manner as individual student scores, with some additional considerations regarding valid uses of the school data (Appendix A.iii). First, 55 of 90 grade 3 and 6 school reports are based on fewer than 50 students, and may be unreliable: with such small numbers of students contributing to the summary, minor changes in students scores or a few student transfers in or out could have major effects on the nature of schools' overall results. Second, it should be noted that schools which are most effective in **improving** students' academic skills may or may not be those with the highest overall results. Third, in Hamilton some schools serve communities with special needs (e.g., Compensatory Education schools) or provide special system programs for students (e.g., Gifted, Special Education Resource Team, French Immersion, English as a Second Language). The strengths and needs of those students are apparent in the test scores, and are identified in the school reports where relevant. As a result

students are apparent in the test scores, and are identified in the school reports where relevant. As a result of these factors, the school summaries do not provide a valid basis for comparisons among schools. They provide useful descriptive information about student test results and school contexts as a basis for discussion and planning in the school communities. For example, these results provided useful feedback to schools about the success of their current school program focuses, and this is reflected in their interpretations of *CAT/2* results.

School summary data, thus, is accurately represented and interpreted in the contexts provided in the school reports including school programs, student needs, and consideration of the number of students represented. System results are reliable and can be considered a valid reflection of our grade 3 and 6 students' skills in the areas tested.

ISSUE: Information

- to communicate to trustees *System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition), 1994-95*, in accordance with Board policy and procedures.

RECOMMENDATION

- that the *System and School Summaries of Grade 3 and Grade 6 Students' Results on the Canadian Achievement Tests (2nd edition), 1994-95* be received for information.

RATIONALE

The school reports provide valuable information for use of school communities (teachers, parents, students, community partners) in improving programs for students, and are accurately represented and interpreted in the school contexts provided. The system report provides reliable information about the academic achievement of grade 3 and 6 students in the areas tested.

APPENDICES:

A. Description of the *Canadian Achievement Tests* (2nd edition)
- **i) Content and Organization**
- **ii) Reports and Resources**
- **iii) Interpretation of Scores**

B. Students and the Testing Process
C. System Summary
D. School Summaries
E. Glossary

NOTE: PLEASE SEE SEPARATE PACKAGE FOR THE APPENDICES.

THE REGIONAL MUNICIPALITY
OF HAMILTON - WENTWORTH

Office of the Chairman

Referred to the Program Committee
at 1995 05 18 Board

1995 April 11

OFFICE OF THE

APR

DIRE

Donald Goodridge
Secretary, Board of Trustees
Hamilton Public School Board
100 Main St. West
Hamilton, Ontario
L8N 3L1

Dear Mr. Goodridge: Don

On behalf of the fifty-two secondary school student participants in Hamilton-Wentworth's *Young Citizens for a Sustainable Future* program, I would like to ask the Board to give consideration to the ideas, summarized in the attached report, of the students on education and sustainable development. I am sure the Board will find the suggestions expressed in the report to be both interesting and thought provoking.

As one of the sponsoring agencies of the Young Citizens for a Sustainable Future program, I would like to thank the Board for its support and in particular for the assistance of Murray Lumley in designing and carrying out the program. A more detailed report summarizing the entire three days of the program is currently being prepared for distribution in early May.

Sincerely,

Terry

Terry Cooke
Regional Chairman

encl.

P.O. Box 910, Hamilton, Ontario L8N 3V9
Tel: (905) 546-4200 Fax: (905) 546-2340

cc. Murry Lumley
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Region of Hamilton-Wentworth
Planning and Development Department

EDUCATION & SUSTAINABLE DEVELOPMENT



Suggestions and Ideas from the Participants in

"The Young Citizens for a Sustainable Future Program"

Prepared for:

The Hamilton Board of Education,
The Hamilton-Wentworth Separate School Board, and
The Wentworth County Board of Education.

April 10, 1995

Young Citizens for a Sustainable Future is a three day certificate program in sustainable development offered to local youth in grades 10 to 13. The program was developed and sponsored by:

Careers for a Better World & Ecolutions Magazine;
Citizens for a Sustainable Community;
EcoWise Research Project, McMaster University;
Environmental Health Program, McMaster University;
Hamilton Board of Education;
Hamilton-Wentworth Separate School Board;
Hamilton Region Conservation Authority;
Regional Municipality of Hamilton-Wentworth;
The Canadian Society of Enviropreneurs; and
The Wentworth County Board of Education.

Financial support was provided by:

Hamilton Community Foundation; and
Environment Canada, Ontario Region.

For further information about the **Young Citizens for a Sustainable Future** program, please contact:

Region of Hamilton-Wentworth
Planning and Development Department
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Hamilton, Ontario L8N 3V9

(905) 546-2195, Fax: (905) 546-4364

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INTRODUCTION

In February and March 1995, fifty-two secondary school students from almost every high school in the region of Hamilton-Wentworth participated in a three day certificate program on sustainable development. Sponsored by a partnership group, involving Regional Government, the three school boards, community groups, businesses, and McMaster University the program was designed to implement the directions of VISION 2020 and the Region's commitment as a Local Agenda 21 Model Community.

The Chairman's Task Force on Sustainable Development recommended in its VISION 2020 reports that, "*local school boards identify ways of incorporating sustainable development into their education curriculum*", while Agenda 21 states, "*it is imperative that youth participate actively in all levels of decision making processes*". The program was designed to increase understanding about sustainable development while allowing participants the opportunity to provide their ideas to various decision making bodies.

The three goals of the program were:

- to nurture the skills and knowledge needed by the community leaders of the future;
- to increase understanding about sustainable development and VISION 2020; and
- to create a forum where youth have an opportunity to contribute their views on the future of the community and on how to better incorporate sustainable development into our education.

During the three sessions, the students participated in a variety of activities. On the third day, the afternoon was spend in discussion about the current education system, the concept of sustainable development and the preparation of a report by the students for the three school boards.

The students were divided into five discussion groups where they were asked to discuss the following questions:

1) When thinking about sustainable development, what do you feel students should get out of a high school education?

   a) What things did you like about your high school education?

   b) What things did you dislike about your high school education?

   c) What changes would you make to improve a students high school education?

The following summary highlights the ideas and concerns common to all five discussion groups. Their thoughts on secondary school education and sustainable development are summarized into three general areas: what we liked; what we disliked; and recommendations for change.

WHAT WE LIKED

- Courses that provide a broad overview of current issues and concerns. Examples mentioned were, a World Issues Geography course, a Sociology course, and a Science and Society course.

- Participants in co-op programs feel this is an excellent program. It was suggested that more possibilities should be found in environmentally related fields of work.

- Many expressed an appreciation for the support provided by schools and teachers towards the organization of environmental youth clubs.

- The actions of many schools to reduce waste through activities, such as cafeterias with no disposable products, and the reuse of course hand-out materials.

- Teachers who are willing to help organize activities and groups, such as recycling programs and garbage clean-up. Particularly appreciated are those teachers who make these activities an enjoyable and meaningful event.

- Allowing students to participate in extra-curricular activities which promote leadership, such as the Young Citizens for a Sustainable Future program.

- Our education has helped us develop: social skills; communication skills; problem solving skills; ways of thinking critically; and balanced life skills.

WHAT WE DISLIKED

- The little action being taken by many schools to reduce waste, such as the use of disposal products in the cafeteria.

- A failure to provide for the proper disposal of products from chemistry experiments. Often it is just poured down the drain.

- Little or no discussion and information in our classes on sustainable development or environmental issues.
- Provision of free parking at many schools for students and teachers. There is no financial incentive to make use of alternative modes of transportation.
- Too many students in a number of classes.
- Too much orientation or emphasis on competing for high grades.
- Too much pressure to attend university when we have completed high school.
- Destreaming.
- In many classes we are often sheltered, given little respect, and treated like children.
- Teachers who appear to be uncaring, or lack concern about us and the topic of discussion or other issues.
- A top heavy education administration bureaucracy.

RECOMMENDATIONS FOR CHANGE

- The concept of sustainable development should be an underlying value, theme, or component of each and every course.
- A course just on the concept of sustainable development should be developed for secondary school students.
- Teachers should be provided with the background and guidelines about sustainable development, so they can incorporate it into their teaching.
- Cafeterias should offer discounts to students who bring their own cup, and eating utensils.
- There should be a mandatory environmental/sustainability issues course for secondary school students.
- Students must have a say in their own education. This can occur through actions, such as electing student representatives to the school boards, creating student advisory committees, and allowing presentations by students to the school boards.

- Schools should look for opportunities for students to become involved in sustainable community activities occurring in Hamilton-Wentworth. More real world experiences.
- Incorporate more real life issues into courses.
- Schools should encourage and support the organization of environmental youth clubs.
- There should be better recycling and reduction programs in the schools.
- Eliminate free student parking. Charge a fee and use these monies for student run activities.
- Bring in more outside speakers and hold more student conferences on a variety of issues.
- Provide students with knowledge about local, municipal and global issues and concerns.
- There should be standard education goals across school boards, and between provinces.
- Introduce more tree planting, clean-up, and outdoor education days.
- Teachers should be rotated every few years to another school.
- There should be student evaluation of teachers.

SUMMARY

Although this report represents only a summary of the major ideas discussed by the participants in a short two hour period, many of the statements obviously reflect some deeply held views by the students about what they liked, disliked, and would change in their education. It is hoped, that their thoughts and ideas will be given consideration by school boards and administrators as they develop and change programs for secondary school education.

APPENDIX A

Participants in
Young Citizens for a Sustainable Future, 1995

DAN ARMSTRONG

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Grade: 12
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Grade: OAC
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Grade: OAC
School: Saltfleet

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Grade: OAC
School: Delta

SABRINA CIARDELLI

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Grade: 12
School: Cardinal Newman

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206 Highbridge Ave.
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Grade: OAC
School: Bishop Ryan

MARK EDWARD COULSON

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Grade: 10
School: Waterdown

PINA DeSANTIS

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L9H 5E1

Grade: OAC
School: Highland

LARA FRIEDRICH

55 East 24th
Hamilton, Ontario
L8V 2X8

Grade: OAC
School: Westmount

BRANDON ARNOLD GEISLER

85 Stoney Brock Drive
Stoney Creek, Ontario
L8G 3V7

Grade: OAC
School: Saltfleet

MATT GORDON

515 Roymor Cres.
Ancaster, Ontario
L9G 3W9

Grade: OAC
School: Ancaster

DIANE GUTHRIE

181 Green Mtn. Road East
Stoney Creek, Ontario
L8J 2Z4

Grade: OAC
School: Saltfleet

ROBERT HABJAN

42 Wardrope Ave.
Stoney Creek, Ontario

Grade: OAC
School: Saltfleet

CAROLYN HYSLOP

368 Clarendon Drive
Ancaster, Ontario
L9G 2Y8

Grade: OAC
School: Ancaster

BARBARA JONIAK

47 Somerset Ave.
Hamilton, Ontario
L8L 2C4

Grade: OAC
School: Cathedral

ADRIENNE KANG

305 Cannon St. East
Hamilton, Ontario

Grade: 12
School: Sir John A. MacDonald

GREG KEMP

919 Beach Blvd.
Hamilton, Ontario
L9H 6Z6

Grade: 11
School: Bishop Ryan

MARK LANDIS

153 Little John
Dundas, Ontario
L9H 4H2

Grade: OAC
School: St. Mary's

ROSLEEN MANSOUR

624 Main St. East, Apt. 9
Hamilton, Ontario
L8M 1J7

Grade: OAC
School: Delta

ERIN LEIGH MARRIOTT

87 Eastbury Drive
Stoney Creek, Ontario
L8E 3G4

Grade: OAC
School: Saltfleet

MAYA MATUSOVSKY

10 Fairholme Court
Hamilton, Ontario
L8E 2S4

Grade: OAC
School: Glendale

ALISON MATUSZAK

6286 Regional Road 13, R.R. #2
Binbrook, Ontario
L0R 1C0

Grade: 11
School: Georges P. Vanier

HEATHER McDONALD

12 Revell Court
Dundas, Ontario

Grade: 12
School: St. Mary's

JEFF J. McGURK

38 Loring Cres.
Stoney Creek, Ontario
L8E 3X3

Grade: OAC
School: Orchard Park

THI THU HAI NUGYEN

10 Fullerton Ave.
Hamilton, Ontario
L8L 6G8

Grade: OAC
School: Scott Park

HA NUGYEN

10 Fullerton Avenue
Hamilton, Ontario
L8L 6G8

Grade: OAC
School: Scott Park

CHRISTINE O'CONNOR

50 John St. West, Apt. 303
P.O.Box 874, Waterdown, Ontario
L0R 2H0

Grade: 10
School: Waterdown

BECKY PEARCE

625 Tomahawk Cres.
Ancaster, Ontario
L9G 3T4

Grade: OAC
School: Ancaster

ERIN CHRISTY POOLE

21 Barrie St.
Dundas, Ontario
L9H 4S6

Grade: 11
School: Highland

ANNE RICHARDSON

330 Highway #8
R.R. #1, Dundas, Ontario
L9H 5E1

Grade: OAC
School: Parkside

KRIS RIEGER

14 Glendora Court
Hamilton, Ontario
L8K 5X8

Grade: OAC
School: Glendale

EDRA ANN SEFTON

3 Sunhaven Court
Stoney Creek, Ontario
L8G 4G7

Grade: OAC
School: Cardinal Newman

AMY ELIZABETH SMITH

281 3rd East
Stoney Creek, Ontario
L8J 2X7

Grade: OAC
School: Orchard Park

ERIN SMITH

69 West 35th Street
Hamilton, Ontario

Grade: 11
School: Georges P. Vanier

NATHAN STARTEK

30 Harrisford St., #1007
Hamilton, Ontario

Grade: OAC
School: Bishop Ryan

ANDREA SZKURHAN

20 Tinder Lane
Ancaster, Ontario
L9G 4A6

Grade: 12
School: St. Mary's

SUSANNAH TAYLOR

14 Pimlico Dr.
Dundas, Ontario
L9H 6J5

Grade: 12
School: Parkside

SIOBHAN B. TOZER

25 Fairleigh Ave. South
Hamilton, Ontario
L8M 2K1

Grade: 11
School: Delta

LISA VAN MOL

43 Laurendale Ave.
Waterdown, Ontario
L0R 2H3

Grade: 10
School: Waterdown

PHILIP VIANA

3 Windstar Place
Hamilton, Ontario
L9C 7H1

Grade: OAC
School: Cathedral

MEGAN ROSLYN WILL

General Delivery
Dundas, Ontario
L9H 5E6

Grade: 11
School: Parkside

STEPHEN WOODWARD

15 Ricardo Court
Hamilton, Ontario
L8W 2S1

Grade: 12
School: Westmount

MARK COLLIER WYATT

17 - 820 Limeridge Road East
Hamilton, Ontario
L8W 2H3

Grade: OAC
School: St. Jean De Brebeuf

SARAH WESTBURY

217 Grosvenor South
Hamilton, Ontario
L8M 3L8

Grade: 11
School: Bishop Ryan

SELINA YOUNG

235 Whigton Street
Caledonia, Ontario
N3W 1G4

Grade: OAC
School: St. Thomas Moore

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. Bucsis (Chairman); Trustees Bishop, Johnstone and Mulholland; Mesdames Barr, Bramberger, Burns, Dalziel, Kappheim, Oommen, and Simms-Obidi; Messrs. Shields and Verticchio, Dr. Van der Spuy.

Also Present: E. Collins (Hamilton Principals' Association)

Officials Present: E. Bond (Superintendent of Program)
Dr. J. Tomlinson (Supervisor, Special Education)

The Committee recommends:

ELEMENTARY/SECONDARY

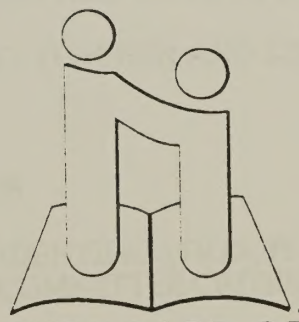
1. That the Twelfth Annual Review (1994-1995) - Provision of Special Education Programs and Services, as amended, be approved for submission to the Minister of Education and Training.

Respectfully submitted

Lower Auditorium
1995 05 17

D. BUCSIS
Chairman

Twelfth Annual Review
Provision of Special Education Programs and Services



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Twelfth Annual Review
1994 - 1995

NOTE:
1. A copy of the Appendices has been placed in the Trustees' Lounge.
2. If you would like your own copy, please contact the Minute Room.

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ANNUAL REVIEW OF SPECIAL EDUCATION PROGRAMS AND SERVICES AND REPORT TO THE MINISTER 1994-95

BOARD Board of Education for the City of Hamilton

BRIEF DESCRIPTION OF THE REVIEW PROCESS AND THOSE INVOLVED IN THE REVIEW

A Committee was formed in February, 1995, to review the Special Education Plan and formulate the report to the Minister. Those who participated included David Bucsis, Chair of SEAC, Nalda Dalziel and Arlene Kappheim, members of SEAC, Judith Bishop, trustee and SEAC member, Maxine Martineau, Special Education Consultant, Dr. Janice Tomlinson, Supervisor of Special Education and Elizabeth Bond, Superintendent of Program. SEAC recommendations were formulated in April, 1995, for inclusion in the report.

The Annual Review was presented to SEAC on May 17, 1995, and to the Board on June 15, 1995.

COPY OF THE RESOLUTION OF APPROVAL BY THE BOARD WITH RESPECT TO THE OUTCOMES OF THE ANNUAL REVIEW

AMENDMENTS TO THE SPECIAL EDUCATION PLAN SUBSEQUENT TO THE 1993 REPORT

"An amendment is any change by way of modification, addition or deletion of programs, services and/or personnel approved by the school board, as a result of any review of the board's special education plan."

There have been amendments to the Hamilton Board of Education's special education plan during the 1994-95 school year. Other programs of note and Board initiatives have been included in Form B The Plan for Integration: Current Programs and Anticipated Changes.

1) SENIOR SPEECH LANGUAGE PATHOLOGIST

In 1994-95, the position of Senior Speech Language Pathologist was approved by the Board. Dianne Husack was hired for the position, effective January, 1995. The role of the Senior Speech Language Pathologist includes supervision of Speech and Language pathologists and assistants and the administration of Speech and Language Services in accordance with Ministry, Board and professional requirements.

2) IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE CRITERIA

As noted in the 1993-94 Annual Report, the Criteria for determining exceptionality were reviewed and revised. Learning resource teachers, special education consultants, principals, psychoeducational consultants and speech and language consultants participated in workshop sessions throughout 1994-95. The criteria were accepted by SEAC in September, 1994 and approved by the Board in October, 1995 for implementation January, 1995 (Appendix 1)

3) TRANSITIONAL WORK EXPERIENCE PROGRAM (TWEP)

The Transitional Work Experience Program began in 1989 as an initiative to meet the work experience needs of students with very special needs who required individual programming and assistance in work experience placements. This highly successful program has grown from 15 students in its first year to its current 56 students. TWEP placements are made available in the community at a variety of locations, including restaurants, child care agencies, nurseries, schools and offices. The students participate fully and learn valuable life skills. A TWEP recognition day is held yearly to acknowledge the students, job coaches and businesses that have given their time and efforts to make the program a success.

During 1994-95, a new component was added to the Transitional Work Experience Program for students who were unable to participate in work experience programs in the community, or who needed a longer transition and training time to be able to participate in these programs. A Resource Centre was developed to enable these students to participate in pre-employment activities. The program operates out of Hill Park Secondary School, and is available for use by the Secondary Schools which have programs for students with moderate to severe developmental disabilities.

_____ _____

Supervisory Officer with Responsibility for Special Education **Date**

_____ _____

Director of Education **Date**

SEAC RECOMMENDATIONS

The following motion was passed by SEAC, April, 1995:

> The Special Education Advisory Committee continues to promote and endorse the range of programs provided by the Board of Education for the City of Hamilton. Although it is SEAC's view that regular classes be the first option of placement for students, SEAC recognizes the need to maintain self-contained classes as placement options.
> SEAC supports the position of Ontario CEC which states:
> Both research and many years of experience, however, attest to the fact that a range of placements should continue to be provided to enable all students with a variety of needs to have those needs met in appropriate placements with appropriate special education programs and services. It is the position of Ontario CEC that placements, be they integration or special classes, would not detract from but enable all students to develop to their highest potential towards meeting the outcomes and standards established by the province. (Ontario CEC Position Paper on Professional Standards and Competencies for Teachers, April, 1995)

SEAC Recommends:

RE PROGRAM

- that the Board continue to support Secondary Vocational programming as an important alternative for exceptional students
- that the Board monitor the performance of exceptional students in Grade 9, with special regard to rate of retention, successful completion and Grade 10 placement
- that there be consideration for continuity of programs and peer group through the elementary, middle and secondary school for those groups of students who require self-contained placement on a long-term basis
- that exit criteria be established for students in self-contained special education programs

RE STAFFING

- that adequate resources to provide appropriate programming and to promote integration of students be seen as a priority
- that professional development for all staff be encouraged and supported, to facilitate integration of exceptional students
- that there be recognition of exemplary programs which meet the needs of exceptional students
- that successful parent/student/teacher partnerships continue to be developed through ongoing involvement in the planning processes for exceptional learners (e.g. DART, IPRC, Annual Review)

RE ACCOMMODATION

- that the actual cost of specific special education programs be costed to enable more effective use of resources as a focus for future planning
- that there be improved cataloguing/tracking/rationalization/monitoring of equipment
- that the physical accessibility of buildings continue to be improved, with an emphasis on middle schools
- that the number of self-contained classes within a school be examined, to ensure adequate opportunities for integration into regular classes

RE PROCESS

- that parents be provided with an enhanced level of information regarding rights, responsibilities, special education processes, and the Special Education Advisory Committee
- that the Board pursue compliance with revised Regulation 305

PARENT ORGANIZATIONS REPRESENTED

Association for Bright Children
Autism Ontario
Canadian National Institute for the Blind
Children and Adults with Attention Deficit Disorders (CHADD)
Down Syndrome Association
Hamilton Association for Community Living
Hamilton Council for Home and School
Hamilton & District Easter Seals Parent Delegate Group
Hamilton & District Society for Disabled Children
Hamilton-Wentworth Children's Aid Society
Hamilton Wentworth Communication Collective
Hamilton Wentworth Home Care Program
Learning Disabilities Association, Hamilton-Wentworth Chapter
Ontario Psychological Association

Supervisory Officer: _____

Signature _____ Date _____

A PLAN FOR INTEGRATION

The Board of Education for the City of Hamilton has reviewed its Statement of Beliefs and Principles about Special Education (Form A). This will continue to be reviewed throughout the 1995-96 school year to ensure consistency with Ministry directions. SEAC will be an integral part of the review.

In collaboration with SEAC, Board staff have reviewed current programs and services and have developed a plan for anticipated changes which will facilitate integration of exceptional students in the regular classroom. Please refer to Form B: Current Programs and Services and Anticipated Changes and Form C: Teacher and Staff Development.

FORM A

Statement of Beliefs and Principles about Special Education
(Consistent with the Ministry Direction for integration)

Board's Philosophy and Goals for Special Education

The Board of Education for the City of Hamilton believes that every pupil within its jurisdiction should be ensured access to the widest educational opportunities including the provision of program and service modifications. Such modifications should include a variety and continuum of education strategies, techniques, resources and support services to be provided in regular classes within the pupil's home school, where possible.

However, where the behavioural, communication, intellectual, physical or multiple exceptionalities are such that the pupil is identified by an Identification, Placement and Review Committee as an exceptional pupil in need of placement in a special education program...

- the special education program will be based on and modified by the results of continual assessment and evaluation including a plan containing specific objectives and an outline of educational services that will meet the needs of the exceptional pupil and
- the special education services will include all the facilities and resources available to the Board, including support personnel and the equipment necessary for developing and implementing special education programs

The Board of Education for the City of Hamilton will ensure, therefore, that all exceptional children within the jurisdiction of the City of Hamilton have available to them, in accordance with the Education Act, and the appropriate Regulations, special education programs and services without payment of fees by parents or guardians, and will provide for the parents or guardians an opportunity to appeal the identification or placement of the pupil.

"The vision of the Hamilton Board is to have a student - centered and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication and challenges students to continued achievement."

(Provision of Special Education Programs and Services, Eighth Annual Review: 1990-91)

FORM B

Description of Current Programs and Services and Anticipated Changes

PROGRAM DELIVERY

The Board of Education for The City of Hamilton continues to maintain a range of options for students within its jurisdiction. With a population of just over 40,000, approximately 3500 have been deemed exceptional. Programs and services are offered for students with communication, behavior, intellectual, physical and multiple exceptionalities.

The programs provided by the Board range from placement in regular classes with support, to placement in self-contained classes. The Diagnostic and Resource Team of each school is a vital component of the program and service delivery model of the Board. Through the DART, staff and parents discuss student strengths and needs and collaboratively develop programming to meet individual needs. As mentioned in the 1993-94 Annual Report, the "Program DART" continues to grow in popularity as a problem-solving vehicle for groups of students.

PERSONNEL

Special education programs are under the direction of the Superintendent of Program. The Supervisor of Special Education, Chief Psychologist, Supervisor of Adjustment and Senior Speech and Language Pathologist are responsible for planning and implementing program delivery appropriate to the needs of students and schools.

Staff employed to provide service to students with exceptional needs include teachers, special education consultants, augmentative/alternative, speech language pathologists, psychoeducational consultants, communication team, social workers, adjustment consultants, Section 27 liaison consultant, curriculum co-ordinators and consultants, and educational assistants. Physio/occupational therapy, a small amount of speech therapy, and nursing services are provided through School Health Support Services.

Alternative educational programs and services are provided by the Board for deaf and blind exceptional pupils, in accordance with Memorandum 76C.

Education programs in Care, Treatment and Correctional facilities (Section 27) are also provided by the Board, in accordance with Policy/Program Memorandum 85. During the 1994-95 school year, two programs in Corrections were extended, and two Treatment Classes (1 Elementary, 1 Secondary) were added, with a contract to Hatt's Off. 28.5 teachers are teaching in Section 27 classrooms, servicing approximately 200 students. (Appendix 2)
The Special Education Advisory Committee is an important part of the special education programs and services within the Board. Community and trustee representatives provide valuable information and advice to the Board and staff as they collaborate to meet the needs of students with special needs.

CURRICULUM MODIFICATION AND DESIGN

The Board of Education has provided many opportunities to keep staff informed about Ministry and Board initiatives related to the Common Curriculum. Special education personnel have worked on committees to develop learning outcomes and to discuss issues related to students with special needs. During the 1995-96 school year, ongoing inservice training with regular and special education staff will continue, to ensure the accessibility of the Common Curriculum to all students.

FORM B (continued)

Description of Current Programs and Services and Anticipated Changes

COMMUNITY INITIATIVES **"Maximizing Connections: Linking Schools and Community"**

a) Community Forum The Board of Education for the City of Hamilton, under the leadership of Elizabeth Bond, Superintendent of Program, held a Community Forum on May 9, 1995, to enable personnel from community organizations and agencies and from the Board to participate in shared discussions of collaborating to foster social skills in the community. The 175 participants took part in workshops of topics of mutual interest, such as peer mediation, parenting, healthy lifestyles, etc. A "Social Skills Fair" allowed the participants the opportunity to see social skill programs currently in place in schools within the Board. As a follow-up to the forum, participants will work together on continued and new initiatives. (Appendix 3)

b) Integration Launch In November, 1994, the Board had the pleasure of hosting the "Integration Launch" for the Ministry of Education and Training. This information sharing session was widely attended by staff parent associations from the community and surrounding Boards.

c) "The Hub" A community initiative which has had a direct effect on the Board is in the formation of the "Hub" within the preschool/daycare network. The Hub is now the liaison for the Board to access information about youngsters with special needs moving into the school system. Previously, it was necessary to contact individual centres in order to obtain information and set up meetings, etc. The new concept will allow for more efficient interface between Boards and community. The Early Years Coordinator facilitates the process. We will continue to work with the community personnel to achieve the desired level of efficiency and effectiveness.

d) School Health Support Services Liaison Committee The School Health Support Services Liaison Committee is comprised of representatives from Home Care, Chedoke-McMaster Hospital, and the three Special Education Coordinators from the Hamilton-Wentworth region. The committee meets regularly to coordinate delivery of service, to share information, and to problem-solve. In 1994-95, a joint response to the Ministry of Health's "School Health Support Services Draft Guidelines" was developed. The committee is currently meeting with representatives from the community Long-Term Care Committee to review issues related to the needs of children under Bill 173. A task force has also been set up to investigate the possibility of sharing equipment across the three Boards.

ACCOMMODATION ISSUES

In December, 1994, the Board approved the following SEAC motion::

(i) Whereas the Board needs to be prepared for the implementation of Bill 4 and Regulation 305 concerning integration of Special Education Students and recognizing there will be human resource, accommodation, operations and program issues, SEAC recommends the establishment of a working group with representation from the Human Resources Department, Plant Department, Accommodation Committee, Finance Department, Superintendents of Schools, Principals, Special Education Department, students, SEAC members and trustees to bring recommendations to SEAC by March, 1995.

(ii) The proposed terms of reference would be to identify the practical implications of implementation of Bill 4 relative to the human resources (staff development, staffing et al), accommodation, accessibility, financial resources, accountability measures and other operational issues.

As a result an Integration/Accommodation Working Group was formed. The Working Group has reviewed Ministry guidelines and directions, the Special Education Action Team reports and the Accessibility Report. Recommendations formulated by the Working Group will be presented to SEAC in June, 1994

FORM B (continued)

Description of Current Programs and Services and Anticipated Changes

INSERVICE TRAINING

a) Special Services "Rounds" The psychology, adjustment and special education departments held several joint professional development opportunities for teachers, consultants and administrators during the 1994-95 school year. Speakers were Board and community personnel. The most well-attended session was that of Dr. Dan Offord, who presented his research on "Children at Risk". It is expected that these "Rounds" will continue throughout 1995-96. (Appendix 4)

b) Special Education Inservice Training During 1994-95, the special education department held inservice training sessions for teachers to learn from and with each other. These inservices were attended by approximately 350 teachers and included 2 series of Sign language classes, a workshop series entitled "Planning for Behavioural Changes" and individual workshops on "Writing IPP's", "Evaluation and Tracking", "Programming for Special Needs Students Using the Common Curriculum", "Generic Skills", "IPP's - A Growth Document", "IPRC Criteria" and "Meeting the Needs of Able, Talented and Gifted Learners". Further sessions are currently being planned for 1995-96 school year, to facilitate the integration of students in regular classes.

RESEARCH

Psychological Services continues to provide leadership in the area of research related to students with exceptionalities. The 1994 summer writing team focused on "Secondary School exceptional students' achievement, identification of gifted students, and development of a gifted screening tool and a multiple intelligence scale". (Appendix 5)

FORM B (continued)

Description of Current Programs and Services and Anticipated Changes

ANTICIPATED CHANGES 1995-96

During the school year 1995-96, the Board of Education will strive to serve more exceptional students in their home schools and in regular classes. This process will be facilitated by transition to Comprehensive (different exceptionality) classes and Learning Centres, as well as restructuring initiatives.

1) COMPREHENSIVE CLASSES

Within its range of placements, the Board of Education currently operates single exceptionality (i.e., SLD, GLD, etc.) and different exceptionality (i.e., comprehensive) classes. During the school year 1995-96, several single exceptionality classes will become comprehensive classes to allow students who have been deemed Exceptional/Self-Contained to remain in their home school. This will occur primarily at the Middle School level. This process has been reviewed with principals and will be monitored during the school year. There will be ongoing parental input regarding this transition, and a report will be brought to SEAC by June, 1996.

2) LEARNING CENTRES

A staff development proposal (Appendix 6) was developed and forwarded to the Ministry of Education and Training in December, 1994 for staff development funding to assist in the implementation of the Learning Centre model in interested schools. The proposal was not accepted, but the Board is still responsive to the Learning Centre concept as a model of serving the needs of students in their home schools.

The concept of Learning Centres has been introduced to Learning Resource Teachers and Principals through preliminary discussions. Several schools are already operating fully-functioning Learning Centres, and many schools are interested in the concept. In June, 1995, there will be an opportunity for staff with Learning Centres in their schools to share with staff from others interested schools. Mentoring will be encouraged. During the school year 1995-96, the Learning Centre model will be implemented in interested schools. The Special Education staff will facilitate this process by providing in-service training and ongoing assistance to schools.

3) RESTRUCTURING

In 1995-96, the Program Department will be restructured to allow for more flexibility in meeting the needs of schools. The Program Department will include "Project Teams" in particular areas such as literacy, numeracy, social skills, community liaisons, early childhood, etc. (Appendix 7) Special education consultants, speech and language pathologists and psychoeducational consultants will participate on these teams to assist in the development of programs will be accessible to all students.

FORM C
Teacher and Staff Development

Target Group	Objectives	Activities 1995-96
Board Officials, Special Education Advisory Committee Members, and Supervisory Staff	• To be aware of Ministry of Education and Training directions • To ensure the Board's compliance with Ministry regulations	• May/June 1995 - review draft Regulation 305 and Definitions to ensure current knowledge of proposed changes. Review has been ongoing since June 9, 1994 Ministry memorandum indicating future directions regarding integration.
Principals	• To be aware of Ministry of Education and Training directions • To ensure the Board's compliance with Ministry regulations • To ensure that principals have adequate knowledge of Ministry directions to provide leadership within their schools, and as members of the Identification, Placement and Review Committee	• May/June 1995 - review draft Regulation 305 and Definitions to ensure current knowledge of proposed changes. Review has been ongoing since June 9, 1994 Ministry memorandum indicating future directions regarding integration. • Specific inservice training for principals • Specific inservice training for school staff, upon request
Classroom Teachers	• To be aware of Ministry and Board directions and regulations to modify and differentiate classroom programming to facilitate integration of exceptional students in regular classrooms	• Inservice training in Common Curriculum, modification and differentiation within the classroom, exceptional learners, behavioural programming, etc.
Special Education Teachers	• To be aware of Ministry directions and regulations • To provide leadership within their school to facilitate integration of students with special needs	• needs assessment • inservice training in identified needs • mentoring
Consultants	• To be aware of Ministry directions and regulations • To provide leadership within the system to facilitate integration of students with special needs	• study and review Ministry documentation to ensure full knowledge of information and implications • provide inservice training (as above) to teachers, classroom teachers and principals re methods of differentiating/modifying program to facilitate integration • participate in ongoing professional development to gain information that may be used to support teachers in regular and special education classroom settings
Support Staff	• To ensure knowledge of Board directions regarding integration	• inservice training regarding special needs students

1995 0508

Ontario

Ministry of Education and Training | Ministère de l'Éducation et de la Formation

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Minister | Ministre

MEMORANDUM TO: Chairpersons of School Boards and Minority Language Sections; Provincial Parent and Professional Associations

FROM: Dave Cooke

DATE: April 27, 1995

SUBJECT: Consultation to Validate:
- Regulation 305 (Identification and Placement of Exceptional Pupils)
- Categories of Exceptionalities & Definitions

Attached are documents for your review which pertain to special education. They are:

- a package about a proposed new *Regulation 305* which governs Identification Placement and Review Committees (IPRCs); and
- a package about *Categories of Exceptionalities and Definitions*.

As part of the validation process, the draft of a proposed new Regulation 305 and the draft Categories of Exceptionalities and Definitions are being sent to school boards and other partners in education for review and comment. You are encouraged to share these documents with your staff and/or members of your organization. Please forward your response no later than June 30, 1995, to:

The Special Education Policy Unit
Program Policy Support Team
Ministry of Education and Training
8th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2
(416) 325-2777 Telephone/Inquiries
(416) 325-0419 TTY/TDD
(416) 325-4395 FAX

../2

1. Regulation 305

This package contains:

1. Respondent Information Form;

2. The draft Regulation 305 for your review; and

3. A Response Guide with key questions for consideration.

The revision of Regulation 305 is one of several initiatives in special education related to the new direction for the integration of exceptional pupils announced by the Minister of Education and Training on June 9, 1994.

Revisions being proposed include the following:

- requirement for an Identification, Placement and Review Committee (IPRC) to consider integration as the placement of first choice;
- right of parent, and pupil sixteen years of age or older, to have a representative present at all meetings;
- discussion of program proposal at the IPRC meeting;
- development of an individual education plan;
- expanded parent guide;
- requirement for a school board to implement the IPRC decision; and
- a more representative Appeal Board.

Please provide your responses in a short answer/essay style, using the same numbering system we have used in the response guide for Regulation 305.

As the draft regulation was being prepared for consultation, the Royal Commission on Learning released its report, *For the Love of Learning* on January 26, 1995. This report contained four specific recommendations for changes to the IPRC process. These recommendations are highlighted in a separate section of the response guide, and we are looking forward to your comments about the way they may be reflected in the new regulation.

As well, the Ontario Court of Appeal handed down a decision regarding *Eaton v the Brant County Board of Education* on February 15, 1995. The final version of the regulation may require further changes pending the outcome of the Brant County Board of Education's application to seek leave to appeal to the Supreme Court of Canada.

../3

2. Categories of Exceptionalities and Definitions

This package contains:

1. Respondent Information Form;

2. Current and revised categories of exceptionalities and definitions in a response guide format;

3. Three proposed new definitions; and

4. Translation of terms into French.

Under paragraph (b) of subsection 8 (3) of the Education Act, the Ministry of Education and Training is required to define exceptionalities of pupils and to require boards to employ such definitions. The existing Ministry of Education and Training categories of exceptionalities and definitions are located in the Special Education Information Handbook, 1984. There is agreement, at all levels, that the current categories are outdated and, in some cases, inappropriate.

The new definitions are the result of revisions made over time and most recently by the Ministry's Advisory Council on Special Education. Proposed amendments to Regulation 305 will require school boards to use the categories of exceptionalities and definitions to assist the Identification, Placement and Review Committee in identifying the needs of exceptional pupils.

In addition to revising the definitions, the ministry has been asked to consider three new terms for addition to the list of definitions. These are:

- Attention Deficit Hyperactivity Disorder;
- Acquired Brain Injury; and
- Environmental Hypersensitivity.

The Advisory Council supported the addition of the term Attention Deficit Hyperactivity Disorder to the list of definitions but did not recommend the addition of the other two definitions. We are seeking your advice about whether to add any of these three definitions.

Recently, some groups and individuals have expressed concerns that the French translation of the terms "special education" and "exceptional pupil" depict exceptionality in negative terms. New, more positive French language terms are included in this package for review by French-Language school boards and sections of school boards.

../4

We would ask that you use the format provided in the document itself, and attach pages where necessary for additional comments.

Thank you for your long commitment to special education. We appreciate the time and effort you will put into reviewing these documents, and encourage your full participation. We expect that these documents, in that they will reflect input from all sectors of the province, will go a long way toward improving the delivery and accountability of special education programs and services.

Dave Cooke
Minister
M.P.P., Windsor-Riverside

Attachment(s)

CONFIDENTIAL
Until filed with the
Registrar of Regulations

K0761.E/EA-ED-06-CL
8-ML

REGULATION MADE UNDER THE EDUCATION ACT

IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS

PART I
GENERAL

1. (1) In this Regulation,

"committee" means a special education identification, placement and review committee established under Part II;

"designated representative" means,

(a) in relation to a board that has a director of education, the director of education of the board, and

(b) in relation to a board that does not have a director of education, the secretary or equivalent of the board;

"parent" includes a guardian;

"special education appeal board" means a special education appeal board established under Part VI.

(2) A reference in this Regulation to the category and definition of an exceptionality is a reference to the category and definition of the exceptionality as established under subsection 8 (3) of the Act.

2. Where the time limited by this Regulation for doing anything expires or falls on a school holiday within the meaning of Regulation 304 of the Revised Regulations of Ontario, 1990, the time so limited extends to and the thing may be done on the next day following that is not a school holiday.

3. Mail shall be deemed to have been received by the person to whom it was sent on the fifth day after the day on which it was mailed.

4. A person or body required by this Regulation to communicate in writing to a parent or pupil shall, at the request of the parent or pupil, use a braille, large print or audio-cassette format for the communication.

5. (1) A parent of a pupil and, where the pupil is 16 years of age or older, the pupil, are entitled,

(a) to be present at and participate in all committee discussions about the pupil, other than discussions at which the committee's identification and placement decisions are made; and

(b) to be present at but not to participate in all committee discussions at which the committee's identification and placement decisions are made.

(2) A parent of a pupil and, where the pupil is 16 years of age or older, the pupil, are entitled to be present at and participate in all special education appeal board discussions about the pupil, other than discussions at which the special education appeal board's identification and placement decisions are made.

(3) A person who has a right under subsection (1) or (2) to participate in a discussion also has the right to have a representative present at the discussion, to speak on behalf of the person or otherwise support the person.

(4) A person who has a right under clause (1) (b) to be present at a discussion also has the right to have a representative present at the discussion to support the person.

(5) As soon as possible after the chair of a committee obtains any document relating to a pupil, the chair shall provide the document or a copy of it to,

(a) a parent of the pupil; and

(b) the pupil, where the pupil is 16 years of age or older.

(6) The chair of a committee or special education appeal board shall ensure that reasonable written notice of the time and place of any meeting of the committee or special education appeal board about a pupil is given to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

6. (1) A minority language section of a board may, by majority vote, assume the responsibilities of the board under Parts II, IV and V with respect to the pupils under the section's jurisdiction.

(2) A minority language section of a board that has assumed responsibilities of the board in accordance with subsection (1) may, by majority vote, return those responsibilities to the board.

(3) Where a minority language section of a board has the responsibilities of the board under Parts II, IV and V with respect to the pupils under the section's jurisdiction, the provisions of this Part and Parts II, IV and V apply, with necessary modifications, to the minority language section as if it were a board and, for the purpose, the following provisions apply:

1. "Designated representative", in relation to a minority language section, means the supervisory officer responsible for the section.

2. A reference to an employee or trustee of a board shall be deemed to be a reference to an employee or trustee of the board of which the minority language section is a part.

7. (1) For greater certainty, no pupil is to be denied an education program pending a meeting or decision under this Regulation.

(2) Where an education program is provided to a pupil pending a meeting or decision under this Regulation,

(a) the program must be appropriate to the pupil's apparent strengths and needs;

(b) the program must be consistent with the principles underlying section 15; and

(c) appropriate education services must be provided to meet the pupil's apparent needs.

PART II
ESTABLISHMENT OF COMMITTEES AND COMMITTEE PROCEDURES

8. Each board shall, in accordance with section 9, establish one or more committees for the identification and placement of exceptional pupils, determine the jurisdiction of each committee and establish the manner of selecting the chair of each committee.

9. (1) A board shall appoint three or more persons to each committee that it establishes.

(2) Except in the circumstances described in subsection (3), the board shall appoint, as one of the members of each committee, a supervisory officer or principal employed by the board.

(3) Where the board does not employ a supervisory officer and employs only one principal, the board shall appoint, as one of the members of each committee, a person selected by the appropriate Regional Director of Education.

(4) A supervisory officer referred to in subsection (2) may designate a person to act in his or her place as a member of the committee without the approval of the board.

(5) A principal referred to in subsection (2) may not designate a person to act in his or her place.

(6) No member of the board may be appointed to a committee.

(7) Where a committee is to consider, under Part IV or V, the identification or placement of a secondary school pupil admitted to the secondary school from a separate school under the jurisdiction of a Roman Catholic separate school board that has not made an election under subsection I24 (1) of the Act, the board that established the committee shall give the Roman Catholic separate school board an opportunity to request that an additional member be appointed to the committee in accordance with subsections (8) and (9), for the purpose of that consideration only.

(8) Except in the circumstances described in subsection (9), the board that established the committee shall appoint, as the additional member of the committee, a supervisory officer or principal employed by the separate school board from among the supervisory officers and principals designated for that purpose by the separate school board.

(9) Where the separate school board does not employ a supervisory officer and employs only one principal, the board that established the committee shall appoint, as the additional member of the committee, a person selected by the Regional Director of Education for the board that established the committee.

10. (1) A board may establish procedures for committees in addition to those set out in this Regulation.

(2) Procedures established under subsection (1) must be consistent with the board's special education plan.

PART III
PARENTS' GUIDE

11. (1) Each board shall prepare a guide for the use and information of parents and pupils that,

(a) explains the function of a committee on a referral under Part IV and on a review under Part V;

(b) outlines all procedures set out in this Regulation or established under section 10 that a committee must follow in identifying a pupil as exceptional and in deciding the pupil's placement;

(c) explains the committee's duty to assess pupils' strengths and needs and, except where a parent objects, to include, in its statements of decision, the category and definition of any exceptionality it identifies;

(d) explains the function of a special education appeal board under Part VI and the right of parents to appeal committee decisions to it;

(e) includes a copy of the latest version of the list of parent organizations eligible for membership on special education advisory committees, prepared by the Provincial Parent Association Advisory Committee on Special Education Advisory Committees;

(f) includes the names, addresses and telephone numbers of the provincial and demonstration schools in Ontario;

(g) indicates the extent to which the board provides special education programs and special education services and the extent to which it purchases those programs and services from another board;

(h) explains that no committee placement decision can be implemented unless,

(i) a parent has consented to the decision, or

(ii) the time limit for filing a notice of appeal in respect of the decision has expired and no such notice has been filed.

(2) The board shall prepare a version of the guide in each language of instruction that teachers employed by the board are required to use under clause 264 (1) (f) of the Act.

(3) The board shall ensure that copies of the guide are available at each school in the board's jurisdiction and at the

board's head office and shall provide a copy, in each language required by subsection (2), to the appropriate Regional Director of Education of the Ministry.

(4) The board shall, at the request of a parent or pupil, provide the parent or pupil with a guide in a braille, large print or audio-cassette format, in any language of instruction that teachers employed by the board are required to use under clause 264 (1) (f) of the Act.

PART IV
REFERRAL OF PUPILS TO COMMITTEES

12. (1) A principal,

(a) may on written notice to a parent of a pupil; and

(b) shall at the written request of a parent of a pupil,

refer the pupil to a committee established by the board, for a decision as to whether the pupil should be identified as an exceptional pupil and, if so, what the placement of the pupil should be.

(2) Where more than one committee has been established by the board, the referral under subsection (1) shall be to the committee that the principal, having regard to the jurisdiction of the committees, considers to be the most appropriate for the pupil.

(3) Within 15 days of giving a notice under clause (1) (a) or receiving a request under clause (1) (b), the principal shall provide the parent with,

(a) a copy of the guide prepared under section 11; and

(b) a written statement of approximately when the principal expects that a committee will meet for the first time to discuss the pupil.

13. (1) A committee that has received a referral under subsection 12 (1) shall obtain and consider an educational assessment of the pupil.

(2) Subject to the *Consent to Treatment Act, 1992*, the committee shall also obtain and consider a health assessment of the pupil by a qualified medical practitioner if the committee determines that the assessment is required to enable it to make a correct identification or placement decision.

(3) Subject to the *Consent to Treatment Act, 1992*, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision.

(4) The record kept in respect of the pupil under clause 265 (d) of the Act may be obtained and considered by the committee if written permission for that use has been given in accordance with subsection 266 (2) of the Act.

(5) Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil.

(6) The committee shall also consider any information about the pupil submitted by a parent of the pupil or, where the pupil is 16 years of age or older, the pupil.

(7) In addition to complying with this section, the committee may consider anything that it considers relevant.

14. (1) The committee may discuss any proposal for special education services or special education programs and shall do so at the request of a parent or a pupil who is 16 years of age or older.

(2) Despite subsection (1), the committee shall not make decisions about special education services or special education programs.

15. (1) When making a placement decision on a referral under subsection 12 (1), the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,

(a) would meet the pupil's needs; and

(b) is consistent with parental preferences.

(2) If the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned in clause (1) (b), the committee shall decide in favour of placement in a regular class.

16. (1) As soon as possible after making its decisions on a referral under subsection 12 (1), the chair of the committee shall send a written statement of decision to,

(a) a parent of the pupil;

(b) the pupil, where the pupil is 16 years of age or older;

(c) the principal who made the referral; and

(d) the designated representative of the board that established the committee.

(2) The statement of decision shall state,

(a) whether the committee has identified the pupil as an exceptional pupil;

(b) where the committee has identified the pupil as an exceptional pupil,

(i) the committee's placement decision,

(ii) the committee's assessment of the pupil's strengths and needs, and

(iii) subject to subsection (3), the category and definition of the exceptionality identified by the committee; and

(c) where the committee has decided that the pupil should be placed in a special education class, the reasons for that decision.

(3) A parent may require that the category of the exceptionality or the definition of the exceptionality or both be omitted from the statement of decision.

17. (1) A parent who receives a statement of decision under section 16 may, by written notice delivered to the principal within 15 days of the receipt, request a meeting with the committee.

(2) On receiving the request, the principal shall arrange for the committee to meet with the principal, the parent and, where the pupil is 16 years of age or older and wishes to attend, the pupil, to discuss the statement of decision.

(3) As soon as possible following a meeting under this section, the chair of the committee shall send a written notice to each of the persons described in subsection 16 (1), stating whether any changes in its decisions were made as a result of the meeting.

(4) If changes in the committee's decisions were made as a result of the meeting, the notice under subsection (3) shall be accompanied by a revised statement of decision, together with written reasons for the changes.

18. (1) A board shall not implement a placement decision made by a committee under this Part until one of the following two events occurs:

1. A parent of the pupil consents in writing to the placement.

2. The time period provided in subsection 26 (2) for filing a notice of appeal from the decision expires without a notice of appeal being filed.

(2) The board shall implement a placement decision made by a committee under this Part as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.

(3) A board that, without the written consent of a parent of the pupil, implements a placement decision made by a committee under this Part shall give written notice of the implementation to a parent of the pupil.

19. (1) As soon as possible after the occurrence of an event described in paragraph 1 or 2 of subsection 18 (1), the board shall notify the principal of the school at which the special education program is to be provided of the need to develop an individual education plan for the pupil.

(2) The plan must include,

(a) specific educational objectives for the pupil;

(b) an outline of the special education services needed by the pupil; and

(c) a statement of the methods by which the pupil's progress will be evaluated.

(3) Within 30 days of receiving the notice under subsection (1), the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

PART V
COMMITTEE REVIEWS

20. (1) As soon as possible after a request for review is made under section 21 and in any event at least once every 12 months, a committee shall review the identification and placement of each pupil identified, under this Regulation or otherwise under the Act, as an exceptional pupil.

(2) The board that is providing the special education program to the pupil shall ensure that a committee established by it performs the reviews required by subsection (1).

(3) Where more than one committee has been established by the board, the designated representative of the board shall determine which of the committees is most appropriate for the pupil, having regard to the jurisdiction of the committees.

(4) Where one board purchases a special education program from another board, the board that is providing the special education program to the pupil shall invite the purchasing board to select a representative who may,

(a) be present at and participate in all committee discussions about the pupil, other than discussions at which the committee's identification and placement decisions are made; and

(b) be present at but not participate in all committee discussions at which the committee's identification and placement decisions are made.

21. (1) A request for a review of the identification or placement of a pupil identified, under this Regulation or otherwise under the Act, as an exceptional pupil may be made in writing by,

(a) a parent of the pupil; or

(b) the principal of the school at which the pupil's special education program is being provided.

(2) A request under subsection (1) may not be made during any three month period following,

(a) a committee or special education appeal board decision under this Regulation respecting the pupil or a decision under section 37 of the Act respecting the pupil; or

(b) the first day on which a decision described in clause (a) is implemented.

(3) A request by a parent shall be made to the principal of the school at which the pupil's special education program is being provided.

(4) Within five days of receiving a request from a parent, the principal shall forward it to the designated representative of the board that is providing the special education program to the pupil.

(5) A request by a principal shall be made to the designated representative of the board that is providing the special education program to the pupil.

(6) Within 15 days of receiving a request under subsection (3) or making a request under subsection (5), the principal shall provide the parent with a written statement of approximately when the principal expects that a committee will begin the review.

22. (1) Sections 13 and 14 apply with necessary modifications to a committee engaged in a review under this Part.

(2) As soon as possible after a committee engaged in a review under this Part decides that it is satisfied with the identification and placement of a pupil, the chair of the committee shall send a written confirmation of the identification and placement to,

(a) a parent of the pupil;

(b) the pupil, where the pupil is 16 years of age or older;

(c) the principal of the school at which the pupil's special education program is being provided;

(d) the designated representative of the board that is providing the special education program to the pupil; and

(e) in the circumstances described in subsection 20 (4), the designated representative of the board that is purchasing the special education program.

(3) A confirmation under subsection (2) shall include the committee's evaluation of the pupil's progress with reference to the pupil's individual education plan.

(4) As soon as possible after a committee engaged in a review under this Part decides that the identification or placement or both should be changed, the chair of the committee shall send a written statement of decision to the persons described in subsection (2).

(5) A statement of decision under subsection (4) shall state,

(a) the reasons for the committee's decision that the pupil's identification or placement or both should be changed;

(b) the committee's evaluation of the pupil's progress with reference to the pupil's individual education plan;

(c) whether the committee considers that the pupil should continue to be identified as an exceptional pupil;

(d) where the committee considers that the pupil should continue to be identified as an exceptional pupil,

(i) the committee's placement decision,

(ii) the committee's assessment of the pupil's strengths and needs, and

(iii) subject to subsection (6), the category and definition of the exceptionality identified by the committee; and

(e) where the committee considers that the pupil should be placed in a special education class, the reasons for that decision.

(6) A parent may require that the category of the exceptionality or the definition of the exceptionality or both be omitted from the statement of decision.

23. (1) A parent who receives a confirmation under subsection 22 (2) or a statement of decision under subsection 22 (4) may request a meeting with the committee by written notice, delivered within 15 days of receiving the confirmation or statement of decision, to the principal of the school at which the pupil's special education program is being provided.

(2) On receiving the request for a meeting, the principal shall arrange for the committee to meet with the principal, the parent and, where the pupil is 16 years of age or older and wishes to attend, the pupil, to discuss the statement of decision.

(3) As soon as possible following a meeting under this section, the chair of the committee shall send a written notice to each of the persons described in subsection 22 (2), stating whether any changes in its decisions were made as a result of the meeting.

(4) If changes in the committee's decisions were made as a result of the meeting, the notice under subsection (3) shall be accompanied by a revised statement of decision, together with written reasons for the changes.

24. (1) A board shall not implement a placement decision made by a committee under this Part until one of the following two events occurs:

1. A parent of the pupil consents in writing to the placement.

2. The time period provided in subsection 26 (3) for filing a notice of appeal from the decision expires without a notice of appeal being filed.

(2) The board shall implement a placement decision made by a committee under this Part as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.

(3) A board that, without the written consent of a parent of the pupil, implements a placement decision made by a committee under this Part shall give written notice of the implementation to a parent of the pupil.

25. (1) As soon as possible after the occurrence of an event described in paragraph 1 or 2 of subsection 24 (1), the board shall notify the principal of the school at which the special education program is to be provided of the need to review the pupil's individual education plan to determine whether it needs to be updated.

(2) Within 30 days of receiving the notice under subsection (1), the principal shall ensure that the plan has been reviewed and updated as appropriate and that a copy of it has been sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

PART VI
APPEALS FROM COMMITTEE DECISIONS

26. (1) A parent of a pupil may, by filing a notice of appeal in accordance with subsection (2) or (3), require a hearing by a special education appeal board in respect of,

(a) a committee decision under Part IV or V that the pupil is an exceptional pupil;

(b) a committee decision under Part IV or V that the pupil is not an exceptional pupil; or

(c) a committee decision under Part IV or V on placement of the pupil.

(2) A notice of appeal in respect of a committee decision under Part IV shall be filed with the secretary of the board,

(a) if no meeting is held under section 17, within 30 days of receipt of the statement of decision under section 16 by the parent who is seeking to appeal; or

(b) if a meeting is held under section 17, within 15 days of receipt of the notice under subsection 17 (3) by the parent who is seeking to appeal.

(3) A notice of appeal in respect of a committee decision under Part V shall be filed with the secretary of the board,

(a) if no meeting is held under section 23, within 30 days of receipt of the confirmation under subsection 22 (2) or the statement of decision under subsection 22 (4) by the parent who is seeking to appeal; or

(b) if a meeting is held under section 23, within 15 days of receipt of the notice under subsection 23 (3) by the parent who is seeking to appeal.

(4) A notice of appeal shall indicate which of the decisions referred to in subsection (1) the parent disagrees with and shall include a statement that sets out the nature of the disagreement.

27. (1) Where a pupil in respect of whom an appeal is brought under section 26 is enrolled in a school or class established under Part XII of the Act, a parent of the pupil may request that the special education appeal board be comprised of French-speaking members or English-speaking members, as the case may be.

(2) Persons making selections under subsection (6) shall comply with the request.

(3) Subsections (1) and (2) apply even where no request was made that the committee being appealed from be comprised of French-speaking members or English-speaking members, as the case may be.

(4) No member or employee of the board providing the special education program and no employee of the Ministry may be selected under subsection (6).

(5) No person who has had any prior involvement with the matter under appeal may be selected under subsection (6).

(6) The special education appeal board shall be composed of,

(a) one member selected by the board in which the pupil is placed;

(b) one member selected by a parent of the pupil; and

(c) a chair, selected jointly by the members selected under clauses (a) and (b) or, where those members cannot agree, by the appropriate Regional Director of Education.

(7) Where a minority language section of the board in which the pupil is placed has jurisdiction over the pupil, the selection under clause (6) (a) shall be made by the minority language section rather than by the full board.

(8) Selections under clauses (6) (a) and (b) shall be made within 15 days of receipt of the notice of appeal by the secretary of the board.

(9) The selection of a chair under clause (6) (c) shall be made within 15 days of the last selection under clauses (6) (a) and (b).

(10) The chair of the committee shall provide the special education appeal board with the record of the committee proceeding.

(11) The board shall provide the special education appeal board with the secretarial and administrative services it requires and shall, in accordance with its own policies, pay the travelling expenses, living expenses and other costs incurred by the members of the special education appeal board while engaged in their duties.

(12) The chair of the special education appeal board shall arrange for a meeting of the members of the special education appeal board to discuss the matters under appeal and shall give notice of the meeting, in accordance with subsection 5 (6), to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.

(13) The meeting shall be arranged to take place at a convenient place and at a time that is no more than 30 days after the day on which the chair was selected and shall be conducted in an informal manner.

(14) Any person who in the opinion of the chair of the special education appeal board may be able to contribute information with respect to the matters under appeal shall be invited to attend the meeting.

(15) Where the pupil's special education program is being purchased by one board from another board, the chair shall invite the purchasing board to select a representative who may be present at and participate in all special education appeal board discussions about the pupil, other than discussions at which the special education appeal board's identification and placement decisions are made.

(16) The special education appeal board shall not reject or refuse to deal with an appeal by reason of any actual or alleged deficiency in the statement referred to in subsection 26 (4) or

by reason of the failure of the parent, in the opinion of the special education appeal board, to accurately indicate in the notice of appeal the subject of the disagreement.

(17) Where the special education appeal board is satisfied that all the opinions, views and information that bear on the appeal have been presented to it, the special education appeal board shall end the meeting and, within three days of ending the meeting, shall,

(a) agree with the committee and recommend that its decisions be implemented;

(b) disagree with the committee and recommend that the matter be referred again to a committee, stating the reasons for the disagreement; or

(c) where the special education appeal board is satisfied that the pupil is not an exceptional pupil, recommend that the committee's decision that the pupil is an exceptional pupil not be acted on.

(18) The special education appeal board shall send a written statement of its recommendations to,

(a) a parent of the pupil;

(b) where the pupil is 16 years of age or older, the pupil;

(c) the chair of the committee;

(d) the principal of the school in which the pupil is placed;

(e) the designated representative of the board in which the pupil is placed; and

(f) in the circumstances described in subsection 27 (15), the designated representative of the board that is purchasing the special education program.

(19) The written statement shall be accompanied by written reasons for the recommendations.

(20) Within 30 days of receiving the special education appeal board's written statement, the board shall consider the special education appeal board's recommendations, shall decide what action to take with respect to the pupil and shall give notice in writing of the decision to each of the persons described in subsection (18).

(21) In deciding what action to take with respect to a pupil, the board is not limited to the actions that the special education appeal board recommended or could have recommended.

(22) Notice to a parent under subsection (20) shall include an explanation of the further right of appeal provided by section 37 of the Act.

(23) The board shall not implement a decision under subsection (20) until one of the following events occurs:

1. A parent of the pupil consents in writing to the decision..

2. 30 days have elapsed from receipt of the notice under subsection (20) by a parent of the pupil and no application has been made in respect of the decision under section 37 of the Act.

3. An application under section 37 of the Act for leave to appeal the decision is denied.

4. An appeal under section 37 of the Act from the decision is dismissed.

PART VII
REVOCATION

28. Regulation 305 of the Revised Regulations of Ontario, 1990 and Ontario Regulation 663/91 are revoked.

DRAFT REGULATION

IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS

RESPONSE GUIDE

Special Education Policy Unit
Ministry of Education and Training
May 1995

RESPONDENT INFORMATION
Identification and Placement of Exceptional Pupils

(Please complete this page and attach it to your submission)

Respondent's Name: _____

Address: _____

_____

Telephone: _____

Which group(s) are you representing with this response? Check those which apply.

1.	☐	Parents' association	9. ☐	Teachers' federation
2.	☐	Individual parent	10. ☐	Educators' association
3.	☐	Native organization	11. ☐	Educational assistant
4.	☐	Francophone association	12. ☐	Individual teacher
5.	☐	Student association	13. ☐	Staff or students of Faculty of Education, and OISE
6.	☐	Individual student	14. ☐	Labour
7.	☐	School board	15. ☐	Business/industry
8.	☐	Trustees' association	16. ☐	Other (Specify) _____

Please forward response no later than June 30, 1995, to:

The Special Education Policy Unit
Program Policy Support Team
Ministry of Education and Training
8th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

(416) 325-2777 Telephone/Inquiries
(416) 325-0419 TTY/TDD
(416) 325-4395 Fax

Introduction

Background

Regulation 305 sets out the operating procedures for Special Education Identification, Placement and Review Committees (IPRC) and Appeal Boards.

At the Minister's request, the Advisory Council on Special Education conducted an extensive review of Regulation 305 during the 1993-94 school year. In addition to the changes required to reflect the ministry's direction for integration and a general updating of the regulation, the Advisory Council recommended many other changes to this regulation in its report to the Minister in June, 1994.

The regulation does the following:

(a) requires an IPRC to place an exceptional pupil in a regular class with appropriate special education services when it is satisfied that such a placement would meet the pupil's needs and is in accordance with parental choice; and

(b) strengthens the role of parents, and of pupils who are sixteen years of age or older, in the IPRC process.

The following reorganization of the regulation is designed to make it more user friendly for all partners who are involved in the identification, placement and reviews of exceptional pupils. It now consists of six parts:

Part I - General
Part II - Establishment of Committees and Committee Procedures
Part III - Parents' Guide
Part IV - Referral of Pupils to Committee
Part V - Committee Reviews
Part VI - Appeals from Committee Decisions

Directions for Responding

You may respond directly using this response guide and/or attach pages where necessary for additional comments, noting the section and paragraph as in the draft regulation enclosed.

A copy of the draft regulation is enclosed. Sometimes we offer key questions for your consideration, especially where several changes are being proposed. We hope this will serve to draw your attention to the changes proposed for this regulation. Nevertheless, feel free to comment on any section of the draft regulation, and attach pages for your comments.

We welcome your input. We expect school boards to involve the Special Education Advisory Committees in this review. Please forward your response no later than June 30, 1995, to:

The Special Education Policy Unit
Program Policy Support Team
Ministry of Education and Training
8th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

Telephone/Inquiries	(416) 325-2777
TTY/TDD	(416) 325-0419
FAX	(416) 325-4395

Recent Developments

1. Report of the Royal Commission on Learning

On January 26, 1995 the Royal Commission on Learning released the report, entitled *For the Love of Learning*. This report contains 167 recommendations for changes that will affect every aspect of Ontario's education system. In discussing the needs of learners with disabilities in Chapter 10, Volume II entitled *Supports For Learning: Special Needs and Special Opportunities*, the report includes four recommendations for changes to the Identification, Placement and Review Committee (IPRC) process. You will be asked to consider these recommendations in a separate section of the Response Guide.

2. The Eaton Case

On February 15, 1995, the Ontario Court of Appeal released the decision in the case between the parents and the Brant County Board of Education related to whether or not Emily Eaton is entitled to be educated in a regular classroom in the neighbourhood school rather than in a special education class. The Court of Appeal states that "Section 8 of the Education Act should be read to include a direction that unless the parents of a child who has been identified as exceptional by reason of a physical or mental disability consent to the placement of that child in a segregated environment, the school board must provide a placement that is the least exclusionary from the mainstream and still reasonably capable of meeting the child's special needs." (pp. 33-34)

Please be advised that we may be required to make further changes to Regulation 305 pending the outcome of the Brant County Board of Education's application to seek leave to appeal to the Supreme Court of Canada.

Response Guide

Draft Regulation Made Under the Education Act

Identification and Placement of Exceptional Pupils

Part I - General

Highlights

Part I includes the following:

- definitions (section 1);
- time limits for carrying out identification and placement activities for an exceptional pupil (section 2);
- the right of a parent, and of a pupil who is sixteen years of age or older, to have a representative at a meeting and participate in meetings (section 5);
- the requirement for sharing of information about a pupil with the parents of a pupil, and with those pupils who are sixteen years of age or older [subsection 5 (5)]; and
- responsibilities of a minority language section of a school board (section 6).

Instructions

Please review Part I of the draft regulation enclosed and provide us with your comments below. Add additional pages if required, referring to Part I and the relevant section(s) of the draft regulation.

Your Comments

Part II - Establishment of Committees and Committee Procedures

Highlights

Part II sets out the following responsibilities of each school board:

- to establish special education identification, placement and review committees (IPRCs) [section 8];
- to determine the jurisdiction of each committee [section 8];
- to determine how the chair of each committee will be selected [section 8]; and
- to establish additional procedures deemed necessary consistent with its special education plan [subsection 10(1) and (2)].

Instructions

The only change in this part is the requirement for the board to establish the manner of selecting the chair of each Identification, Placement and Review Committee (IPRC). Please review Part II of the draft regulation and provide us with your comments below.

Your Comments

Part III - Parents' Guide

Highlights

The Parents' Guide is to include several new components to ensure that parents are aware of the IPRC process and their rights. School boards will be required to provide the guide in a braille, large print, and audio-cassette format when requested by a parent or pupil.

Instructions

We are particularly interested in your views about the new components to be included in each school board's parents' guide. Please review Part III of the draft regulation and provide us with your comments in the appropriate spaces. Add additional pages if required, referring to Part III and the relevant section(s) of the draft regulation.

Your Comments

New Components of Parents' Guide		Comments
11(1)(c)	Explains the committee's duty to assess pupils' strengths and needs and, except where a parent objects, to include, in its statements of decision, the category and definition, of any exceptionality it identifies;	

New Components of Parents' Guide		Comments
11(1)(e)	Includes a copy of the latest version of the list of parent organizations eligible for membership on special education advisory committees, prepared by the Provincial Parent Association Advisory Committee on Special Education Advisory Committees;	
11(1)(f)	Includes the names, addresses and telephone numbers of the provincial and demonstration schools in Ontario.	

New Components of Parents' Guide		Comments
11(1)(g)	Indicates the extent to which the board provides special education programs and special education services and the extent to which it purchases those programs and services from another board.	
11(4)	The Board shall, at the request of a parent or pupil, provide the parent or pupil with a guide in a braille, large print or audio-cassette format, in any language of instruction that teachers employed by the board are required to use under clause 264(1)(f) of the Act.	

Part IV - Referral of Pupils to Committees

Highlights

The major changes in Part IV are meant to ensure that the revised regulation strengthens the role of parents and of pupils sixteen years of age and older, encourages the development of partnerships, strengthens accountability and includes provisions consistent with the direction for integration.

The major changes are the following:

- A principal is required to acknowledge a parent's request for referral of a pupil to an IPRC [subsection 12(3)];
- An IPRC may discuss any proposal for special education services or special education programs and shall do so at the request of a parent or of a pupil who is sixteen years of age or older [section 14];
- An IPRC is required to place an exceptional pupil in a regular class with appropriate special education services, when it is satisfied that such a placement would meet the pupil's needs and is in accordance with parental preference [section 15];
- An IPRC is required to state the reasons for placing an exceptional pupil in a special education class [subsection 16(2)(c)];
- The IPRC decision shall include an assessment of the pupil's strengths and needs and the category and definition of exceptionality, but a parent may require that the category or the definition of the exceptionality or both be omitted from the statement of decision [subsections 16(2)(ii)(iii) and (3)];
- A school board is required to implement an IPRC's placement decision [subsection 18(2)];
- The individual education plan must include specific educational objectives for the pupil, an outline of the special education services needed by the pupil, and the methods by which the pupil's progress shall be evaluated [subsections 19 (1) and (2)]; and
- A principal must ensure that the development of an individual education plan for an exceptional pupil is completed within 30 days [subsection 19(3)].

Instructions

Please review Part IV of the draft regulation and provide us with your comments in the spaces provided. Use extra pages if needed, remembering to refer to the numbering system of the draft regulation.

Your Comments

Response to Referral	Comments
12(3) Within 15 days of giving a notice, under clause (1)(a) or receiving a request under clause (1)(b), the principal shall provide the parent with, (a) a copy of the guide prepared under section 11; and (b) a written statement of approximately when the principal expects that a committee will meet for the first time to discuss the pupil. **KEY QUESTIONS:** 1) Is 15 days a reasonable time period for this task? 2) If not, what time period would you suggest?	
Parent/Pupil Information	**Comments**
13(6) The committee shall also consider any information about the pupil submitted by a parent of the pupil, or, where the pupil is 16 years of age or older, the pupil.	

Discussion of Program and Services	Comments
14(1) The committee may discuss any proposal for special education services or special education programs and shall do so at the request of a parent or a pupil who is 16 years of age or older.	
14(2) Despite subsection (1), the committee shall not make decisions about special education services or special education programs.	

Regular Class Placement	Comments
15(1) When making a placement decision on a referral under subsection 12(1), the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services, (a) would meet the pupil's needs; and (b) is consistent with parental preferences.	
15(2) If the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with the preferences mentioned in clause (1)(b), the committee shall decide in favour of placement in a regular class.	

Statement of Decision	Comments
16(2) The statement of decision shall state, (a) whether the committee has identified the pupil as an exceptional pupil; (b) where the committee has identified the pupil as an exceptional pupil, (i) the committee's placement decision; (ii) the committee's assessment of the pupil's strengths and needs, and (iii) subject to subsection (3), the category and definition of the exceptionality identified by the committee; and (c) where the committee has decided that the pupil should be placed in a special education class, the reasons for that decision. 16(3) A parent may require that the category of the exceptionality or the identification of the exceptionality or both be omitted from the statement of decision.	
Requirement to Implement IPRC Decision	**Comments**
18(2) The board shall implement a placement decision made by a committee under this Part, as soon as possible after an event described in paragraph 1 or 2 of subsection (1) occurs.	

Individual Education Plan	Comments
19(1) As soon as possible after the occurrence of an event described in paragraph 1 or 2 of subsection 18(1), the board shall notify the principal of the school at which the special education program is to be provided of the need to develop an individual education plan for the pupil. 19(2) The plan must include (a) specific educational objectives for the pupil; (b) an outline of the special education services needed by the pupil; and (c) a statement of the methods by which the pupil's progress shall be evaluated. KEY QUESTIONS: 1) Have we included the main elements for an individual Education Plan? 2) Are there other program elements which should be included?	
19(3) Within 30 days of receiving the notice under subsection (1), the principal shall ensure that the plan is completed and a copy of it sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil. KEY QUESTION: 1) If you do not agree with the 30 day requirement to complete the individual education plan, what time period would you suggest?	

Part V - Committee Reviews

Highlights

Part V outlines in detail the review process and procedures which are stated in more general terms in sections 8, 9, and 10 of the current Regulation 305. The procedures parallel mainly those of the referral process under Part IV of this regulation.

The major changes are the following:

- A school board which purchases special education services from another board would have the right to have a representative present at an IPRC review meeting involving the pupil of the purchasing board [subsection 20(4)];

- A parent requests an IPRC review through the principal and the principal through the designated representative of the school board [subsections 21(3), (4), and (5)];

- A principal is required to acknowledge a parent's request for a review of an identification and/or placement within 15 days [subsection 21(6)];

- The review decision shall include an assessment of the pupil's strengths and needs, and the category and definition of exceptionality, but a parent may require that the category or the definition of exceptionality or both be omitted from the statement of decision [subsection 22(5) and (6)]; and

- A principal must ensure that the review and updating as appropriate of the individual education plan is completed within 30 days [section 25].

Instructions

Please review Part V of the draft regulation and provide your comments on the changes which are outlined below. Your comments on these changes and any other section of this part are appreciated. Use extra pages if needed, remembering to refer to the numbering system of the draft regulation.

Your Comments

Purchasing Board Representative	Comments
20(4) Where one board purchases a special education program from another board, the board that is providing the special education program to the pupil shall invite the purchasing board to send a representative who may, (a) be present at and participate in all committee discussions about the pupil, other than discussions at which the committee's identification and placement decisions are made; and (b) be present at but not participate in all committee discussions at which the committee's identification and placement decisions are made. KEY QUESTIONS: 1) Will the attendance and participation of a representative from the purchasing board help to ensure that the best interests of the pupil are served in a purchase of service agreement between two boards? 2) State suggestions you may have to improve a purchase of service agreement.	

Request for Review and Timelines	Comments
21(3) A request by a parent shall be made to the principal of the school at which the pupil's special education program is being provided. 21(4) Within five days of receiving a request from a parent, the principal shall forward it to the designated representative of the board that is providing the special education program to the pupil. 21(5) A request by a principal shall be made to the designated representative of the board that is providing the special education program to the pupil.	
21(6) Within 15 days of receiving a request under subsection (3) or making a request under subsection (5), the principal shall provide the parent with a written statement of approximately when the principal expects that a committee will begin the review. KEY QUESTIONS: 1) Is 15 days a reasonable time period for this task? 2) If not, what time period would you suggest?	

Statement of Decision	Comments
22(5) A statement of decision under subsection (4) shall state, a) the reasons for the committee's decision that the pupil's identification or placement or both should be changed; b) the committee's evaluation of the pupil's progress with reference to the pupil's individual education plan; c) whether the committee considers that the pupil should continue to be identified as an exceptional pupil; d) where the committee considers that the pupil should continue to be identified as an exceptional pupil, i) the committee's placement decision, ii) the committee's assessment of the pupil's strengths and needs, and iii) subjection to subsection (6), the category and definition of the exceptionality identified by the committee; and e) where the committee considers that the pupil should be placed in a special education class, the reasons for that decision.	

Parental Right	Comments
22(6) A parent may require that the category of the exceptionality or the definition of the exceptionality or both be omitted from the statement of decision. KEY QUESTIONS: 1) Do you agree with this provision? 2) If not, explain the implications of this exemption on the IPRC process.	

Review of Individual Education Plan	Comments
25(1) As soon as possible after the occurrence of an event described in paragraph 1 or 2 of subsection 24(1), the board shall notify the principal of the school at which the special education program is to be provided of the need to review the pupil's individual education plan to determine whether it needs to be updated. 25(2) Within 30 days of receiving the notice under subsection (1),the principal shall ensure that the plan has been reviewed and updated as appropriate and that a copy of it has been sent to a parent of the pupil and, where the pupil is 16 years of age or older, the pupil.	

Part VI - Appeals from Committee Decisions

Highlights

Part VI contains the following changes:

- The timelines and procedures are specified for appealing an IPRC referral decision under Part IV and an IPRC review decision under Part V [subsections 26(2) and (3)];

- The process and timelines for selection of the revised composition of an appeal board is outlined [subsections 27(6), (7), (8), and (9)]; and

- The appeal board meeting is to be held within 30 days of the appointment of the chair [subsection 27(13)].

Instructions

Please review Part VI of the draft regulation and provide us with your comments in the spaces provided. Use additional pages if needed, remembering to use the numbering system of the draft regulation.

Your Comments

Timelines for Appeal	Comments
26(2) A notice of appeal in respect of a committee decision under Part IV shall be filed with the secretary of the board, a) if no meeting is held under section 17, within 30 days of receipt of the statement of decision under section 16 by the parent who is seeking to appeal; or b) if a meeting is held under section 17, within 15 days of receipt of the notice under subsection 17(3) by the parent who is seeking to appeal.	
26(3) A notice of appeal in respect of a committee decision under Part V shall be filed with the secretary of the board, a) if no meeting is held under section 23, within 30 days of receipt of the confirmation under subsection 22(2) or the statement of decision under subsection 22(4) by the parent who is seeking to appeal; or b) if a meeting is held under section 23, within 15 days of receipt of the notice under subsection 23(3) by the parent who is seeking to appeal.	

Composition of Appeal Board	Comments
27(6) The special education appeal board shall be composed of, a) one member selected by the board in which the pupil is placed; b) one member selected by a parent of the pupil, and c) a chair, selected jointly by the members appointed under clauses (a) and (b) or, where those members cannot agree, by the appropriate Regional Director of Education.	
Member Selected By Minority Language Section	**Comments**
27(7) Where a minority language section of the board in which the pupil is placed has jurisdiction over the pupil, the selection under clause (6) (a) shall be made by the minority language section rather than by the full board.	

Timelines for Appointments and Appeal Meeting	Comments
27(8) Selections under clauses (6)(a) and (b) shall be made within 15 days of receipt of the notice of appeal by the secretary of the board. 27(9) The selection of a chair under clause (6)(c) shall be made within 15 days of the last selection under clauses (6)(a) and (b). KEY QUESTIONS: 1) Are the time periods adequate for the selection of members? 2) If not, indicate your preference.	
Timeline For Appeal Board Meeting	**Comments**
27(13) The meeting shall be arranged to take place at a convenient place and at a time that is no more than 30 days after the day on which the chair was appointed and shall be conducted in an informal manner. KEY QUESTIONS: 1) Is the 30 day period adequate time for convening the appeal board meeting? 2) If not, indicate your preference.	

Report of The Royal Commission of Learning

The Report contains four recommendations for changes to the IPRC process.

Implementation of the recommendations would require a restructuring of the current process for identifying and placing exceptional pupils. After each recommendation, we have included key questions for your consideration. We welcome your views.

Recommendation 35	Comments
That when parents and educators agree on the best programming for the student, and there is a written record of a parent's informed agreement, no Identification, Placement, and Review Committee (IPRC) process occur. KEY QUESTIONS: 1) Do you support this recommendation? 2) Is there a need to formally identify students as exceptional when placed with the parent's informed agreement? 3) If implemented, by what method and, by whom, should placement decisions be made?	

Recommendation 36	Comments
That when there is no agreement, and an IPRC meeting must take place, a mediator/facilitator be chosen, on an ad hoc basis, to facilitate discussion and compromise, to alleviate the likelihood of a legal appeal; and that the legislation be rewritten to provide for this pre-appeal mediation. KEY QUESTIONS: 1) Do you think a post IPRC pre-appeal mediation process would be helpful? 2) How would you see this pre-appeal mediation process operating? 3) If a pre-appeal mediation process were incorporated into the IPRC process, what are your views on the need for the appeal board and/or Tribunal process?	

Recommendation 37	Comments
That when a student has been formally identified and placed, the annual review be replaced by semi-annual individual assessment that will show whether and how much the student has progressed over a five-month period, and decisions about continuation of the program be made based on objective evidence as well on as the judgment of the educators and parents in regard to the student's progress. KEY QUESTIONS: 1) Do you agree with this recommendation? 2) If you agree, how would you like to see it operate?	
Recommendation 38	**Comments**
That school boards look for ways to provide assistance to those who need it, without tying that assistance to a formal identification process. KEY QUESTIONS: 1) Do you agree with this recommendation? Why/why not? 2) What are the consequences for other agencies dealing with school health support services and for co-ordinating those services for children and youth?	

Conclusion

Your views will be given serious consideration, along with all the other responses we receive, before this regulation is put into final form.

Next Steps

- The analysis of the responses will take place during the summer months.
- The draft regulation will be revised as necessary considering the range of views from the consultation and further changes pending the outcome of the decision on the leave to appeal the Eaton decision.
- The approval process for consideration of the final form of the regulation will commence in the Fall and be completed as soon as possible.

Thank you again for your participation.

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April 18th, 1995 /rl

Categories of Exceptionalities

and

Defintions

A Validation Paper

RESPONDENT INFORMATION
Categories of Exceptionalities and Definitions

(Please complete this page and attach it to your submission)

Respondent's Name: _____

Address: _____

_____

Telephone: _____

Which group(s) are you representing with this response? Check those which apply.

1. ☐ Parents' association
2. ☐ Individual parent
3. ☐ Native organization
4. ☐ Francophone association
5. ☐ Student association
6. ☐ Individual student
7. ☐ School board
8. ☐ Trustees' association
9. ☐ Teachers' federation
10. ☐ Educators' association
11. ☐ Educational assistant
12. ☐ Individual teacher
13. ☐ Staff or students of Faculty of Education, and OISE
14. ☐ Labour
15. ☐ Business/industry
16. ☐ Other (Specify) _____

Please forward response no later than June 30, 1995, to:

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Program Policy Support Team
Ministry of Education and Training
8th Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2

(416) 325-2777 Telephone/Inquiries
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CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
COMMUNICATION **Autism** A severe learning disorder that is characterized by: a) disturbances in • rate of educational development; • ability to relate to the environment; • mobility; • perception, speech, and language. b) lack of the representational symbolic behaviour that precedes language.	**COMMUNICATION** **Pervasive developmental disorders** A significant impairment in the development of social relationships, verbal and non-verbal communication as diagnosed by an appropriately qualified medical practitioner or psychologist. Symptoms may include repetitive patterns of behaviour, extreme variability of intellectual functioning, unusual perceptual responses, and socially inappropriate behaviours. **Included in this definition are autism, pervasive developmental disorder not otherwise specified, atypical autism, Asperger's syndrome, Rett's syndrome and childhood disintegrative disorder.**	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
BEHAVIOUR A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; or d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.	**BEHAVIOUR** Behavioural, social and/or emotional responses that are of such severity in terms of frequency, intensity and/or duration that the pupil's educational performance within the school setting is adversely affected. **These behavioural responses are not due to another known or identifiable exceptionality, and persist in more than one setting and with more than one individual, even though appropriate modifications in classroom management and changes in the pupil's academic setting and/or program have been implemented.**	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Hearing Impairment An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard-of-hearing, Deaf).	**Deaf and Hard-of-Hearing** Varying degrees of hearing which make it difficult or impossible to acquire spoken language through the auditory channel alone, and which may result in the need to develop alternative methods of communication.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Language Impairment A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: a) involve one or more of the form, content, and function of language in communication; b) include one or more of the following: • language delay; • dysfluency; • voice and articulation development, which may or may not be organically or functionally based.	**Language Impairment to be discontinued** since it is included in "Learning Disability"	A. Agree with discontinuing this category _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Speech Impairment A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	**Speech Impairment** An impairment in speech production which significantly interferes with communication and learning, e.g. dysfluency and articulation deficits.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Learning Disability A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: a) is not primarily the result of: • impairment of vision; • impairment of hearing; • physical handicap; • mental retardation; • primary emotional disturbance; • cultural difference. b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following: • receptive language (listening, reading); • language processing (thinking, conceptualizing, integrating); • expressive language (talking, spelling, writing); • mathematical computations. c) may be associated with one or more conditions diagnosed as: • a perceptual handicap; • a brain injury; • minimal brain dysfunction; • dyslexia; • developmental aphasia.	**Learning Disabilities** An ongoing condition characterized by a significant impairment in information and/or of language processing and attributable to a central nervous system dysfunction rather than external or environmental influences. It is often characterized by a significant discrepancy between cognitive functioning (which is typically in the average to above average range) and academic achievement. Difficulties in any of the following areas may be associated with this condition: attention, impulsivity, memory, discrimination, sequencing, organization, problem-solving, co-ordination, verbal and non-verbal communication (including other symbol systems of communication), reading, writing, spelling, mathematics, social skills and perceptions, phonological processing and emotional maturation.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
	Attention Deficit Hyperactivity Disorder – (NEW) Attention Deficit Hyperactivity Disorder is a neurobiological condition diagnosed by an appropriately qualified medical practitioner or psychologist which is characterized by age-inappropriate degrees of inattention and impulsivity, with or without hyperactivity. It may be present on its own or may co-exist with other disorders, such as general or specific learning disabilities or oppositional defiant disorder. Symptoms impact on the major domains of school performance, both academic and social. Inconsistency in performance over time and in selective attention are also significant characteristics.	A. Agree with adding this identification and definition. B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
INTELLECTUAL **Giftedness** An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.	**INTELLECTUAL** **Gifted** An unusually advanced degree of general and/or specific intellectual ability, that requires differentiated learning experiences to satisfy the level of educational potential indicated.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Educable Retardation A learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services; b) an inability to profit educationally within a regular class because of slow intellectual development; c) a potential for academic learning, independent social adjustment, and economic self-support. **Trainable Retardation** A severe learning disorder characterized by: a) an inability to profit from a special education program for the educable retarded because of slow intellectual development; b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; c) a limited potential for academic learning, independent social adjustment, and economic self-support.	**Developmental Disability** Varying degrees of general intellectual ability such that significant curriculum modification and support services for academic learning are required. Some students will also require support to develop social skills and independent living skills.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

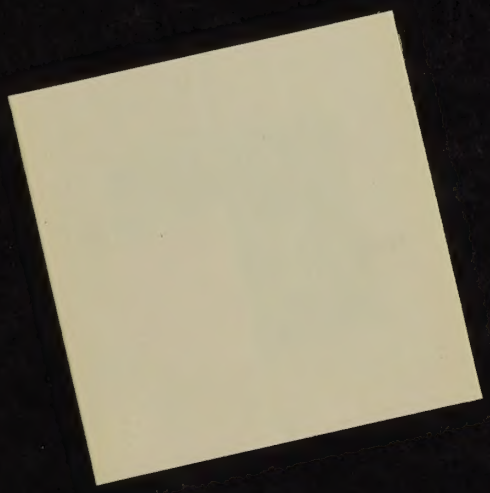
CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
PHYSICAL **Orthopaedic and/or Physical Handicap** A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.	**PHYSICAL** **Physical Disability** An ongoing condition which restricts physical functioning and which requires accommodation and assistance to perform educational, physical, social, and other daily living activities.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
Visual Impairment A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely (i.e., limited vision, blind).	**Blind and Low Vision** Varying degrees of vision which interfere with progress in a regular educational program and result in the need for special materials, teaching strategies and equipment to facilitate communication.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

CURRENT IDENTIFICATION AND DEFINITIONS	PROPOSED IDENTIFICATION AND DEFINITION	COMMENTS
MULTIPLE **Multihandicap** A combination of learning or other disorders, impairments, or physical handicaps, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or handicaps.	**MULTIPLE** **Multiple Disability** A combination of two or more of the following: pervasive developmental disorders, developmental disability, physical disability, deaf/hard-of-hearing, or blind/low vision that are of such a severity as to require significant modifications and different types of intensive special education programs and services.	A. Agree _____ B. Suggest the following changes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Acquired Brain Injury (ABI)	COMMENTS
Discussion: The consequences of an acquired brain injury are variable and may include components of behavioural, physical, cognitive and learning disabilities. Like other specific medical diagnoses, a diagnosis of acquired brain injury cannot, in itself, provide guidance for developing a special education program. Special education programs and services should be set into place in accordance with the *demonstrated* needs of a student with an acquired brain injury. The child's needs and appropriate programs should be reviewed frequently, as children often change rapidly after a severe head injury. It is critical to have personnel able to adjust and readjust the child's program based on the child's progress, the physical and speech and language changes that occur, and which services are delivered through school health support programs to address their needs. Having a separate exceptionality for acquired brain injury identifies only the origin of the problem, not the special education strategies which may be required. If acquired brain injury was incorporated as a distinct identification, then each condition or disability would also require the same consideration, for example, spinal cord injury, cerebral palsy, and asthma, to name a few. With acquired brain injury, the main issue is developing an appropriate, ever-responsive program to meet the child's needs. The current categories and definitions are believed to encompass the variety of specific needs which may arise from this condition.	A. Agree that this identification should NOT be included _____ B. It should be included with the following wording: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Multiple Environmental Sensitivities	COMMENTS
Discussion: The number of children identified to date as having this condition and who have been provided with special accommodation is quite small. There is still no consensus regarding what constitutes "multiple environmental sensitivities". Some questions about this condition remain, for example: • What should the appropriate qualifications of the person making the diagnosis or identification be? • Is this a "medical" condition? • Since at least 15% of the population has allergies, what threshold indicates ***multiple*** environmental sensitivities? • Does identification of multiple environmental sensitivity assist educational professionals in determining the special education program or services which may be required? Allergies, in themselves, may not necessitate special education programs or services, just as a student's use of a wheelchair in itself, may not indicate other educational interventions are required. It is felt that any educational accommodations which may be indicated by a student's allergies are addressed under other exceptionalities as defined in this document.	A. Agree that this definition should NOT be included _____ B. It should be included with the following wording: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____




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